

DOMINANT FACTORS IN THE DEVELOPMENT OF
PUBLIC EDUCATION IN KANSAS

by

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INTRODUCTION

The first extensive history of the Kansas schools appeared in 1893 under the title of "Columbian History of Education in Kansas". This history was the result of a movement started in 1890 by the Kansas State Teachers' Association which appointed a committee to devise plans and supervise an educational exhibit for the State of Kansas, at the Columbian Exposition in Chicago in 1893. It was a part of the educational exhibit which served to acquaint the visitors at the Exposition with the educational opportunities offered in the State of Kansas.

The Columbian History of Education in Kansas is a compilation of historical sketches. The State Superintendent of Public Instruction, the Presidents of Institutions of Higher Learning, and Private Schools, County and City Superintendents, each was requested to write a short history of their particular field of administration. A sufficient number complied with the request so that the result was a general survey of the progress of educational activities in Kansas up to that time. Naturally, a history written for the purpose of exhibiting the opportunities offered by the State has emphasized those phases of educational development which carried a popular appeal. This makes the work of limited value as a historical record.

"A Study of the Educational Legislation and the Administration of the Public School System of Kansas" was

made at the University of Chicago in 1923. This work is a dissertation submitted to the Faculty of the Graduate School of Arts and Literature in candidacy for the degree of Doctor of Philosophy in Education, by William H. Andrews. As the title suggests, the Constitution, Laws and Statutes of the Territory and the State of Kansas were made the basis for the study of the Elementary and High Schools, Courses of Study and Textbooks, Certification and Training of Teachers, Industrial Training and Financial History of the school system. The focal point of interest seems to have been in proving the unbalanced situation that has occurred between the cost of education and revenue producing possibilities in the educational development of the State.

Since Territorial times the school district has been the unit of control in public education in Kansas. Certain dominant factors have brought about the existing local autonomy of school districts. It is the purpose of the present study to present certain major trends which have characterized the evolution of public education in Kansas and have caused it to develop into its present order. Assuming that the school system as it now exists is due to the will and intelligence of the people themselves, it has been necessary to give careful study to the population characteristics in the successive periods of State history. The purpose and intent of the immigra-

tion movements have been analyzed. The social composition of the population and the variations in economic resources have been considered as influential factors in the development of public education.

With this purpose in view, all the available source material has been carefully examined. This material consists of newspapers and contemporaneous literature of successive periods in Territorial and State history, and official reports of all branches of the Territorial and State governments. Catalogues of the institutions of Higher Learning and official publications of various school units of administration have been used as a source of reference. The material upon which this study is based is preserved mainly in the University of Kansas Library, Lawrence, Kansas, and in the archives of the Kansas Historical Society, Topeka, Kansas.

This study is limited to those phases of educational development which the author has considered to be of statewide and permanent significance. With the removal of the restrictions imposed upon the present study by the geographical and financial limitations of a scholastic dissertation, a study of the development of public education in Kansas may present an absorbing problem for the future.

CHAPTER I

POPULATION GROWTH IN KANSAS TERRITORY
AS RELATED TO EDUCATIONAL ATTITUDES
AND EDUCATIONAL BEGINNINGS.

The expansion of a school system is, of necessity, dependent upon the population growth. In order to comprehend the forces that shape the structure of the educational system, it is necessary to view the whole of the population movement. The traditions of the new country were determined by the type and numbers of early settlers. The successive population accretions were absorbed into the established order and made slight modifications. An analysis of these population movements is necessary to a clearer understanding of the present social order and its educational institutions.

THE PRE-TERRITORIAL POPULATION - With the exception of the explorers and traders, and the westward-bound wagon trains, the first white settlers in Kansas were missionaries. At least seventeen missions were established during Pre-Territorial times for the purpose of disseminating the civilizing influence of Christianity among the Indians and became focal points

from which radiated an atmosphere of education and religion. Although these Mission Schools were under the direction and support of separate religious organizations, the United States Government co-operated with the Missions by sending out teachers of agriculture and the arts of handicraft to the various schools. There were, on the several reservations, government carpenters, blacksmiths, farmers, etc., whose children received their education in the Mission schools. A complete description of these Indian Mission schools may be found in Andreas, A.T., History of Kansas. These schools are not pertinent to the present study, having exerted no noticeable influence on the establishment of schools for the education of white children.

On July 1, 1844, the first free school was opened in Wyandott City, (present spelling Wyandotte, now Kansas City, Kansas). Children of both whites and Indians attended this school, which was taught during the first year by J. M. Armstrong. Under the direction of various teachers, the school was later continued as a subscription school, until April 16, 1852.¹ But no permanency of educational

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1. Armstrong, Mrs. Lucy, Biographical Scrapbook A, Vol. 2, Page 190.

facilities was attained in the Territory until the influx of the homeseekers. The population situation of Pre-Territorial Kansas is described by E. E. Hale as follows:

"Up to the summer of 1854, Kansas and Nebraska have had no civilized residents, except the soldiers sent to keep the Indian tribes in order; the missionaries sent to convert them; the traders who bought furs of them, and those of the natives who may be considered to have attained some measure of civilization from their connection with the whites."¹

THE TERRITORIAL POPULATION. - The white inhabitants of the Kansas Territory at the time of its organization in 1854 consisted of nearly seven hundred soldiers and army attaches, and perhaps nearly as many more civilians living at the missions and trading posts in the Territory.² It is of importance to note that the rights of all the white inhabitants up to this time had been dependent upon the provisions of the treaties with the Indians with whom they lived.³ With the move for the organization of

1. Hale, E. E., History of Kans. and Nebr., Boston, 1854.
2. Andreas, A.T., History of Kansas, Chicago, 1883, P.82.
3. Andreas, Op.Cit., P.83)

the Territory came the effort to cancel the Indian title to the lands and open them for settlement.

The situation is described in the following:

"When the bill organizing Kansas and Nebraska was first submitted to Congress, in 1853, all that portion of Kansas which adjoins the State of Missouri and in fact, nearly all the accessible portions of both Territories, was covered by Indian reservations, on which settlement by whites was strictly forbidden. The only exception was in favor of the Government agents and religious missionaries. - - - Within the three months immediately preceding the passage of the Kansas bill aforesaid, treaties were quietly made at Washington with the Delawares, Otoes, Kickapoos, Kaskaskias, Shawnees, Saos, Foxes and other tribes, whereby the greater part of the soil of Kansas, lying within one or two hundred miles of the Missouri border, was suddenly opened to white appropriation and settlement." ¹

While the Kansas-Nebraska Bill was being debated in Congress, Emigrant aid and co-operative societies were being formed in Massachusetts, New York, Connecticut, and other states to direct and facilitate emigration

1. Greeley, H., The Kansas Conflict, Vol.I, Page 235.

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to Kansas and to aid in its speedy settlement
by a slavery hating population.¹ "Blue Lodges,"
"Social Bands", "Sons of the South" and other
societies were organized in Missouri and south-
ern States with intent to take possession of Kan-
sas in the interests of slavery.²

The passage of the Kansas-Nebraska Bill
on May 30, 1854³ opened up the floodgates of emi-
gration to the new territory. The census of Kan-
sas Territory in January and February, 1855, shows
a total of 8601⁴ inhabitants in the new territory,
an increase of nearly eight thousand in nine months.

It is pertinent to the cause of education
to determine the extent to which these earliest sett-
lers came to Kansas to establish new homes, or to
serve a political purpose. The history of Kansas
Territory has been so colored by the national struggle
between slave and free States, that most historians
have over-emphasized political motives of the immi-
grants into Kansas Territory. If the latter had been
the dominant motive, the influx of organized groups

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1. Andreas, A.T., Op.Cit., Page 84.
 2. Greeley, The Kansas Conflict, Vol I, Page 235.
 3. MacDonald, Wm., Documentary Sourcebook of American
History, Page 403.
 4. Andreas, Ep. Cit., Page 94.

would have been at least as great as that of independent colonists, since political success lies in the power of organized effort. In proportion to the total population, the numbers arriving under the guidance or organized control was very small. The available records show that only seven colonies were located upon Kansas soil by "Aid Societies" prior to 1855.¹ The total number of persons in these groups was less than 10% of the total number of white inhabitants of the territory at this time.²

Whether whole communities were transplanted in this population movement is not a matter of record. Such recommendations were made by C. B. Boynton, who personally investigated the opportunities for settlement offered by Kansas Territory. He suggested this manner of colonization as early as 1855 in order "that the benefits of an old society may be at once enjoyed by the emigrants".³

The attitude of a people toward the development of institutional life is an index to their permanency of occupation. Transient peoples show little interest in conserving for the future. Yet we find records

1. Andreas, History of Kansas, Compiled from.
2. Compiled from records in Andreas, History of Kansas, and Kansas Historical Collections, Vol. VII.
3. Boynton, C.B., A Journey through Kansas, 1855, Page 211.

dating back to 1854 showing a keen interest in the establishment of churches, schools, and newspapers. It is in the areas of population concentration that we might expect to find the highest degree of interest in establishing the institutional life which home-makers considered necessary to a permanent society. As early as 1855 there were two such areas, one in what is now Leavenworth County, and the other in what is now Douglas County. The first press statement concerning education in Kansas appeared in the Leavenworth area in September, 1854. It reflected and influenced the prevailing public opinion toward the establishment of a permanent school system, and reads as follows:

"The School Fund - The Act of Congress organizing Kansas provides that the 16th and 36th sections in each Congressional township shall be reserved from sale and donates the same to the people of such Township for school purposes. This fund, if prudently managed, will be of great advantage to Kansas in the establishment of schools. It is given for the benefit of each township and not for the establishment of a

General fund. All parts of Kansas will enjoy this bounty except the future occupants of the Delaware lands. All these under the existing treaty must be sold for the benefit of that tribe, and as a consequence no school fund can be created from that source."¹

About the same time that the inhabitants of Leavenworth were agitating for the future financial security of schools, the settlers in Lawrence were promoting a Free School for their children.

"Free School - It takes Free State people to promote Free schools. - - - Schools should be as free as the air we breathe."²

The attitude of the peoples of these two more densely populated districts was also reflected in a lesser degree in most parts of the Territory.³ The eyes of the settlers were turned toward the future. They were building homes for themselves and their children.

A similar type of immigration poured into Kansas Territory during the succeeding years. By 1860

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1. Kansas Weekly Herald, Leavenworth, Sept. 22, 1854.
2. The Kansas Tribune, Lawrence, Jan. 24, 1855.
3. The Herald of Freedom, Lawrence, Dec. 13, 1856.

the population had increased to 107,206.¹ The relative increase in the number of foreign born inhabitants, from 408 in 1855,² to 12,691 in 1860,³ was greater than for any equal period in the history of the State. These immigrants were of the permanent settler type, seeking to establish homes for themselves and their children. This would indicate that Kansas was considered to possess unusual advantages for permanent location. Of the remaining 94,513 inhabitants, 10% were born in Kansas Territory, 32% came from Ohio, Illinois, and Indiana, 29% from slave holding states, 13% from the Middle Atlantic States, and 3.5% each from Iowa and the New England States.⁴ The traditional concept regarding the influence of the New England States on early Kansas history is not substantiated by these population figures.

Of the total number of inhabitants whose origin was from slave holding States, 42% were from Missouri, 24% from Kentucky, 13% from Virginia, 9% from Tennessee, and approximately 5% from North Carolina.⁵

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1. U. S. Census, 1860.
2. Census of Kansas Territory.
3. U. S. Census, 1860.
4. Compiled from U. S. Census reports, 1860.
5. Compiled from U. S. Census reports, 1860.

These were all border states and not truly representative of the intense pro-slavery element. The analysis of these population movements seems to strengthen the contentions of R. G. Elliott when he says: "The forces that achieved the freedom of Kansas were not soldiers by first intention, nor champions of any political theory, but homeseekers of the humbler class, stirred by that dominant feature of the Aryan race - the instinct of migration, coming mainly from Ohio and the States westward. Missouri furnished a larger quota to the free state ranks than New England."¹

There was a definite tendency toward the establishment of self-sufficing, locally governing units among the early colonies prior to 1860. The counties of Leavenworth, Douglas, Doniphan and Atchison comprised only 9.7% of the total number of counties organized before 1860, yet they contained 34.6% of the total population.² This segregation took place because of common interests and with a view to protection and mutual aid during troublesome times, and indicates that the settlers³ were building and protecting permanent homes.

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1. Elliott, R. G., Footnotes on Kansas History, Lawrence, 1906, Page 25.
2. Compiled from U. S. Census, 1860.
3. Miller, W. E., The Peopling of Kansas, Columbus, 1906.

DEVELOPMENT OF EDUCATIONAL ATTITUDES - Among the forms of institutional life first to emerge in the areas of population concentration were the newspapers. Accepting the editorial expression of the press as the surest reflection of the development of public opinion, all the available files of the Territorial newspapers have been examined in order to discover the extent of public demand for schools.

Editorials pertaining to Education were found as follows:

"The School Fund" - text on page 7.¹

"Free School. It takes Free State people to promote Free Schools. A young gentleman announced his desire to open a school in our pleasant town and was about to solicit subscribers among the parents, when our citizens took the matter in hand and raised a subscription sufficient to hire the teacher for three months and declared the school open for poor and rich alike.

'Schools should be as free as the air we breathe. As a mere matter of economy, it is cheaper to educate the poor child than punish the victim of ig-

1. Kansas Weekly Herald, Leavenworth, Sept. 22, 1854.

norance for his vices. Free Schools and Free States are intimately connected, while the very nature of Slavery, spreading over a territory too extensive for the conveniences of common schools, prevents the general education of the masses, and entails power and place upon the aristocracy of wealth. We are glad to learn that in the treaty with the Shawnees every sixteenth and thirty-second section of land is devoted to education - a provision which we regret to say, does not extend to all localities treated for. A short time, we hope, will so arrange matters that we can have a general school fund, and a regularly organized system, whereby every child in the Territory can receive the advantages of education."¹

"Lawrence Free School. The first free School in Lawrence was opened on Tuesday of the 16th instant under the superintendence of Mr. Fitch. It is supported by gratuitous contributions and has already 33 pupils in attendance."²

"Lawrence Free School has commenced again in a new building called Union Hall until the new commodious school house now in the course of erection is finished."³

1. The Kansas Tribune, Lawrence, Jan. 24, 1855.
2. Kansas Free State, Lawrence, Jan. 24, 1855.
3. Kansas Free State, Lawrence, March 3, 1855.

"We hear with much pleasure that Mrs. Hughes, recently from Palmyra, Mo., designs opening a school in our city in which will be taught all the branches of the English language. -- Mr. Hughes informs us that he has already received a subscription of \$300 from our liberal citizens for the erection of a building which may occasionally be used for the holding of meetings, Divine service and other purposes. We hope our citizens will subscribe liberally as it is desirable to erect a good, comfortable and capacious building."¹

"We want a school house. A Subscription is out and about \$300 subscribed. Let the house be built at once."²

"The cause of Education should by all means receive the earnest attention of our Legislature. It is a subject second to none in importance. A general diffusion of knowledge is actually necessary to promote the growth and prosperity of a country. Without education it is utterly impossible for a man to discharge his duties of a State. The system of Free schools has in all cases been productive of great benefit to every country in which it has been introduced, and knowing this fact to be too well established to admit of a doubt, we

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1. Kansas Weekly Herald, Leavenworth, Apr. 27, 1855
 2. Kansas Weekly Herald, Leavenworth, May 4, 1855

cannot but believe that this subject will receive the calm and profound attention of our Legislators." ¹

"While our Government is disposing of public lands with a liberal hand to those who have went at the call to arms, to defend our rights, the same liberality should be extended to the great cause of education. For it is the main pillar in the Temple of Liberty, and the stability and perpetuity of our Union, depends to a great extent upon educating the masses. - Republicanism is adverse to ignorance. - We hope them to see a liberal policy pursued toward education, and we hope the day is not far distant when Free Schools will be established throughout this broad land of ours." ²

"Educational. We desire to call the especial attention of our readers to the prospectus of the Leavenworth High School. Mrs. Johnston is an intelligent lady, and in every way qualified for the responsible duties of preceptress. We can cordially commend the school to all of our readers who wish to commit their children to the care of an amiable and accomplished lady." ³

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1. Kansas Weekly Herald, Leavenworth, July 4, 1855.
2. Kansas Weekly Herald, Leavenworth, July 28, 1855.
3. Kansas Weekly Herald, Leavenworth, Sept. 1, 1855.

In an Editorial to Emigrants intending to remove to Kansas Territory, "There are three good schools in the place". (Leavenworth)^{1.}

"Good schools for the education of the young and rising generation are now being opened, and in point of literary attainments, there are none more advanced than those having charge of the schools. Music,--sweet music, is taught and in a style too, that cannot be excelled in the East."²

"The School Lands. Few subjects are of more interest to the people of Kansas than education, and the means by which it is to be obtained. So important has this been considered by our greatest and best Statesmen, that they early set apart a portion of the public domain to be used for this purpose.

'The State of Connecticut, when she ceded to Congress all her right and title to lands lying west of her present boundary, to the Pacific Ocean, reserved several hundred thousand acres lying in the north-east part of the State of Ohio, for school purposes. This land has ever since been known as the Western Reserve. The money which has accrued from the sale of these lands,

1. Kansas Weekly Herald, Leavenworth, March 22, 1856.
2. The Kansas Tribune, Topeka, Aug. 18, 1856.

has been funded by the State of Connecticut, and the interest annually appropriated to the support of common schools. This fund now amounts to over two millions of dollars. So that every child in that State is educated, at the common schools, by the interest accruing from that fund. Every native born child is compelled, by law, to attend school. It follows that no native of that State is ever found who cannot read and write. Almost the only qualification for voting is, that a man must be able to read the Constitution. - Congress gave to the new States, commencing with Ohio, every sixteenth section in every township in the State. - Ohio has taken very good care of her school lands. Much of it was rented or leased out for a term of years, by the trustees of the township in which it lay and the avails went to make up a school fund. After the country became old and settled, much of the land was sold for \$20. and \$30 per acre, and some even more. In this way, the State has accumulated a school fund amounting, at this time, to about one million of dollars, the interest of which goes to support common schools. In Illinois and Wisconsin, demagogues and partisans got the control of public affairs, put the public lands into the hands of commissioners for sale, and it is supposed, made private arrangements by which they could obtain possession

of them at a merely nominal price, and afterwards selling them at the market price, secured to themselves an immense fortune, leaving the State a mere pittance for her schools.

"The State of Michigan has made a very new, and we think, a very judicious use of her school lands. With the funds arising from them, she has established a STATE UNIVERSITY, free to all her own citizens. This university has already a fund of nearly \$300,000, and every department of science has its professors and its pupils. The professors are paid out of this fund. The buildings, apparatus and books, are furnished by the funds. They have the best astronomical observatory, and the best telescope in the United States. They have also extensive experimental grounds for agriculture, horticulture, and gardening, and professors for every department. The State buildings are only school rooms, lecture rooms, library rooms, etc. The students board around in the city. We shall be called upon soon to make some disposition of our school lands. Let every settler make up his mind, and say whether they shall be sold immediately, or reserved a few years till they increase in value, so as to give a fund to us and those who may come after us, of great and permanent utility."

"As there are no local laws in Kansas, recognized by the great majority of the settlers, there can be no public schools, excepting such as are voluntary, and formed by the neighbors for their mutual benefit. In most parts of the Territory schools of this kind may be found. They are generally inconvenient, and kept in small rooms and log cabins. As the citizens have hoped for the privilege of making laws for themselves, before long, they have postponed the building of schoolhouses, till the whole matter can be regulated by law, so they will not be obligated to do it all over again." ¹

"Educational Affairs. On our first page will be seen an account of an educational meeting at Manhattan. Lawrence is also moving in the matter, and Topeka is not behind, having for the past year offered more regular privileges in this line than any other town in Kansas. We rejoice to see and chronicle such movements as these, in whatever part of the State they may be started. It shows that our people are as tenacious in their remembrance of the institutions of learning so peculiar to their former free homes, as they are of the liberty they once enjoyed and learned to love there.

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1. The Herald of Freedom, Lawrence, Dec. 13, 1856.

'We expect in a few weeks to be able to publish a series of articles on education, giving plans and directions for school houses, hints to teachers, patrons and students, and suggesting a plan for a general common school organization. We will also, as soon as type can be procured from Cincinnati, give in the TRIBUNE, weekly specimens of Phonotophy, a new and simple style of spelling and printing, which can be learned much more readily than the common method, and yet be read almost at first sight by any person familiar with the usual style."¹

"'Ignorance may make men slaves, but Education never,* is a truth appreciated in Kansas, and the citizens of Lawrence are determined that Institutions of learning in their city, shall not fall behind any in the country".²

"Education in Kansas. It is with pleasure that we notice the elevated and liberal views which our new Governor entertains in regard to the subject of education. In his inaugural, after recommending the appropriation by Congress of four sections in each township, he says:-

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1. The Kansas Tribune, Topeka, Febr. 2, 1857.
2. The Herald of Freedom, Lawrence, May 16, 1857.

'This would place Kansas in a few years in point of science and education, in the front rank of the American Union and of the world. It is a subject regarded by me with intense interest, inasmuch as my highest hope of the perpetuity of the Union, and of the continued success of self-government, is based upon the progressive education and enlightenment of the people, enabling them fully to comprehend their own true interests, the incalculable advantages of our Union, the exemption from the power of demagogues, the control of sectional passions and prejudice, the progress of the arts and sciences, and the accumulation of knowledge, which is every day more and more becoming real power, and which will advance so much the great interests of our whole country.'

'It is a distinguishing feature of the Free State party, that they are, to a great extent, well educated, and the States which have most largely contributed their numbers to swell the Free State forces in Kansas, are foremost in the free school movement. Therefore, though they may differ with Gov. Walker in other questions, they must heartily indorse his position in this. Let us, then, by word and deed, show our approval thereof.

'Kansas will soon be a State, and will rank side by side with others of her western sisters in agriculture

and improvements. The history of her advancement will seem like an Aladdin tale, so rapidly has the wilderness been reclaimed. The seal of destiny has been stamped on this land by the go-ahead, ever-stirring, energetic American. We shall have a great and free State, for slavery, with its 'plantations slovenly repose', cannot withstand the swelling, living tide, but must either retreat or be swept away. We have no fears for freedom in Kansas now, and time will show that we are correct.

'Let us, then, hold up the hands of any one who will work to lay broad and deep the foundation of that bulwark of liberty, the Common School System. Let all who love freedom, labor to bring about those measures which are so wisely suggested by our Executive, the fruits of which must ever be deadly to all human oppression. In laboring for education, the free education of all the people, we labor for all reforms. Superstition and intolerance, slavery and intemperance, flee as the day dawn of knowledge streaks the moral horizon.

'We have the means at our command, which, if properly applied, will accomplish all that we could desire. It will not be that pecuniary drain upon us to have the system established now, that it would be years hence, nor can we afford to delay the matter longer than is

possible. We doubt not that grants of land will be made, provided there is a general desire expressed therefor, and it is advocated, as it will be, by our Chief Magistrate. We hope the people will speak out¹ aright."

"Education. Education is to the child what cultivation is to the plant. The best of seed in the best of soil, will make but a poor tree if its cultivation is entirely neglected; so that the best child, neglect his education, will make but a miserable citizen.

'A naturally poor plant may, by careful culture, make a respectable tree; and a child, born below mediocrity, may by mental culture, rise like a tall cedar far above those who were by nature vastly superior. Within the child lies the man, as within the acorn lies the oak. Folded up within its tiny cup lie the stalwart trunk, the giant branches, the thousand twigs and myriad leaves, and acorns of the future tree; so within the cradled child lie the thoughts, the words, the deeds of the poet, the patriot, or philosopher; far reaching thoughts that shall sound the depths of hell, and scale the heights of heaven; words that shall call the dead to life and light; and deeds that shall shine on the world's unwritten page,

1. The Herald of Freedom, Lawrence, June 27, 1857.

when war's red light shall pale to glow no more." ¹

"Common Schools. At the last session of the Legislature a law was passed to provide for the organization, supervision and maintenance of common schools throughout the Territory; and in that law the first and thirteenth sections appear as follows:

'Sec. 1. That there shall be appointed by the Governor, during the present session of the Legislative Assembly, by and with the advice and consent of the Council, a Territorial Superintendent of Common Schools, whose term of office shall commence on the first day of March succeeding his appointment, and continue until the next general election, and until his successor is duly elected and qualified.

'Sec. 13. That there shall be elected at the same time, place and manner that the county officers are chosen, a County Superintendent, whose term of office shall commence on the first day of October, and continue for one year, and until his successor is elected and qualified.

'Now if the election on Monday next is a General Election it is quite apparent that we ought to vote for some good man for the office of Superintendent of Common

Schools; and as the Free State Central Committee have recommended Mr. S. W. Greer, of Leavenworth, as a competent and diligent man of the right stamp, it is hoped that the people of Shawnee County will give him their hearty support on Monday next.

'With regard to the election of the Co. Superintendent, our readers will observe, that he is to be elected 'at the same time, place and manner, that county officers are elected'. We have not heard of any nominations for county officers for the coming election, and cannot attempt to interpret the law either in favor of electing
1
a person to that office or not."

"Common Schools. Mr. J. H. Noteware, the Superintendent of Common Schools has issued an address to the public, in which he gives a list of the Text Books to be used in the common schools of this Territory. The books were selected and decided to be the best by a board of teachers of this Territory, and also by Mr. Note ware himself, after due consultation with those in charge of the Educational interests of other States.

The text Books as recommended in the address, are the best of the kind. They are now universally used.

1. The Kansas Tribune, Topeka, Sept. 30, 1858.

'Mr. Noteware takes a position in favor of the reading of the Bible in the Public Schools. He sustains himself by arguments, clear and invincible; and we hope that his suggestion will be adopted.

'The following is the list of Books:-

Dictionary - Webster's.

Readers and Spellers, - Sanders' New Series.

Geographies - Cornell's Series.

Grammar - Wells' New Grammar.

Arithmetic - Ray's Series.

Mental Arithmetic - Stoddard's.

Algebra - Ray's.

Geometry - Perkins'.

Chemistry - Porters'.

Philosophy - Parkers'; Wells' Science of Common Things.

Composition - Quackenboss'; First Lessons.

Elocution - Kidd's; Sanders' School Speaker.

Physiology - Comings'.

Botany - Gray's.

Penmanship - Payson, Dunton and Scribners.

History - Wilson's.

Physiology - Comings' Class Book and Companion.

Drawing - Coe's Drawing Cards and Coe and Shell's do.

Geology - Hitchcock's.

Zoology - Hitchcock's.

Moral Philosophy - The Bible; Wayland's Moral Philosophy.

Bookkeeping - Mayhew's; and Payson, Dunton and Scribner's.

Parliamentary Usages - Cushing's Manual.

Astronomy - Smith's.

American Hymn Book.

Practical Guide to English Pronunciation." ¹

"Lawrence University. We observe, in the Leavenworth Democrat of the last week, an article upon our University, which contains some statements and reflections upon the Board of Trustees which seem to us unjust; and we take occasion to say to our readers and to the editor of the Democrat and its readers, that we have no reason to believe that the Lawrence University has a political bias. It was organized for the public benefit and to diffuse the blessings of learning and morality among us. Kansas is rapidly settling, and it is fit, nay more - it is the imperative duty of every true Kansas man to up-build and encourage every educational enterprise. The Board is comprised of gentlemen of various political and religious views, it is true, but it is not true, as the Democrat charges, that a majority of them are notorious Abolitionists, unless by Abolitionists the Democrat means Free State men, which certainly it cannot claim with any

1. Kansas Weekly Herald, Leavenworth, Oct. 9, 1858.

pretense of justice. A majority of this Body are men of conservative opinions in politics, and we trust will have an eye single to the interests of science and to the welfare of Kansas. We do not question the just intentions of the Democrat in the premises, and have no doubt that the injustice it has done this enterprise in which our citizens and the people of the Territory are so deeply interested, will be repaired." ¹

"There are enough children in and about Topeka to sustain all the Schools now open if parents will but be mindful of their duty to their children." ²

"Education of the Farmer. The province of agriculture is to subdue the earth; and to accomplish this in the most perfect manner, the farmer must be master of the science of agriculture, which is exceedingly difficult. To understand all the intricate principles which relate to the cultivation of the soil requires no small amount of both mental and physical exercise. The first principle which should engage the attention of any person engaged in the pursuit of agriculture is to ascertain what kind of crops his land will produce that will be the most profitable and least deleterious to his soil.

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1. The Herald of Freedom, Lawrence, Febr. 12, 1859.
 2. The Kansas Tribune, Topeka, April 7, 1859.

How is the practical farmer to acquire the knowledge necessary to accomplish this work? Is it to be done by following in the paths in which our fathers trod? The information that has been acquired by practice is valuable. The practical part of agriculture is important - but the theory is equally important. - They should be inseparably connected. They are as much the requisites of a good farmer as faith and works are of a good christian. Are the intricacies of other professions and sciences conquered by practice alone? Is not the mind cultivated and prepared for the practice of the law, medicine, engineering, &c.? - Certainly, then, the mind of the farmer should be improved; for there are as many difficulties to contend with in the cultivation of the soil as any other employment. If every farmer could explain the cause why the application of certain kinds of manure, such as lime, plaster, wood ashes, &c., are detrimental to soil at certain stages of culture, then he will begin to understand his true interest. - If the pursuit of agriculture is in the rear of her sister industrial pursuits the fault lies in the farmer himself. Ask nine-tenths of the farmers of the county, if farmers should be educated, and they will tell you, no, With this idea among the farmers how can the science be elevated? Until the ones engaged feel the need of a more thorough knowledge

of their calling the progress must be slow. Agriculturalists, arouse! and shake off the lethargy which hangs so heavily upon you." ¹

"Common Schools. We are happy to observe the exhibition of a spirit among the citizens of Kansas, to sustain in every locality, a judicious system of Common Schools. - We now have no public school fund, except that derived from direct taxation; yet the people, appreciating the necessity for a school fund, raise it by taxation, and that in no grudging manner. This one thing is to our mind, the best evidence we have ever seen of the wisdom and good judgment of the citizens of Kansas. Topeka is today as well provided with advantages for procuring a common school education as most cities in the East, and her late action and movements in the right direction gives evidence that she is destined ere long to establish a reputation that others can follow with profit." ²

The quoted editorials reveal the attitude of the territorial communities toward the cause of education.

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1. The Kansas Tribune, Topeka, Oct. 8, 1859.
2. The Kansas Tribune, Topeka, April 1, 1859.

Even though the legality of Territorial Enactments was being questioned, public opinion demanded the immediate organization of schools.¹ Education was not a political issue. The Press was united in its belief that a general diffusion of knowledge was necessary to promote growth and prosperity in the new country.

The cause of education received the earnest attention of the four Constitutional Conventions (see Appendix A, B, C, and D.) and the Territorial Legislatures. Although the enacted legislation was generally inoperative, a summary of the same is necessary to a clearer understanding of the efforts made to establish² a "System of Schools".

Legislative provisions for Territorial Schools -

The act organizing Kansas and Nebraska contained thirty-seven sections. Section 34 provided, "That when the lands in the said territory shall be surveyed under the direction of the government of the United States, preparatory to bringing the same into market, sections numbered sixteen and thirty-six in each township in said territory shall be, and the same are hereby, reserved for the purpose of being applied to schools in said territory and in

1. Kans. Hist. Collections, Vol. 3, Pp. 430-448.

2. Annual Report of the Territ. Supt. of Common Schools, Dec. 31, 1860, Page 4.

the states and territories hereafter to be erected out of the same".¹ This act insured some degree of financial support for education and became the basis for a permanent school fund.

The First Territorial Legislature, in an adjourned meeting at Shawnee Mission, April 7, 1855, adopted the Missouri school laws for the Territory of Kansas. These statutes provided for schools on a liberal basis, "which shall be open and free for every class of white citizens between the ages of 5 and 21 years".² School districts were to be formed by the county board, or county tribunal, upon petition whenever presented by a majority of the voters resident within the contemplated district.³ District officers were elected at a district meeting held for the formation of the district. A board of three members was elected and called trustees,⁴ and an inspector who was to perform the duties of a supervisor of the school.⁵ The board was then organized by electing one of their number clerk and treasurer and another member president. The board was then to elect a collector whose duty would be to "collect all warrants for assessments made by the school trustees for school purposes".⁶ The inspector was to examine all persons

1. General Statutes of Kansas, 1899, page 31.

2. Statutes of Kansas Territory, 1855, Chap.144, Sec.1.

3. Ibid, Art.I, Section 2.

4. Ibid, Section 3.

5. Ibid, Section 5.

6. Ibid, Section 4.

proposing to teach in a common school in the county, and they were required to produce satisfactory evidence that they sustain good moral character. "He shall examine such candidates in spelling, reading, writing, English grammar, geography, history, arithmetic, and all branches usually taught in public schools, and particularly in such public school for which such persons are examined, and also as his or her capacity for government or discipline of such school"¹ The Board was empowered to assess taxes on all taxable property, real and personal, in their districts, rateably, so as to raise the amount which should be ordered by the inhabitants of the district and to make their warrants in due form of law directed to the collector of the township, requiring said collector to collect and pay over the same to the treasurer within thirty days from the date of said warrants.²

The district board was required to make a report to the secretary of state of the territory, showing the whole number of white children in their districts over five years and under twenty-one years of age, the number taught, length of school term, and other school

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1. Ibid, Section V.
 2. Ibid, Section VI.

¹
 statistics. The legislature established a permanent
 school fund, derived from the sale of any lands and
 lots granted by the government of the United States to
 the territory for school purposes, the interest from
 which was to be appropriated for the use of schools in
 the territory. ² Half of all fines and penalties in-
 curred for breaches of the penal law were to be paid in-
 to the county treasury of the county in which the offense
 was committed, to form a part of the school fund of that
 county, but "all moneys which shall be paid into any
 county treasury on account of fines, penalties or for-
 feitures, shall be held and accounted for as school mon-
 eys." ³

"The proceeds of the sixteenth and other sec-
 tions, or other land which may be donated or selected,
 the interest of such proceeds and all fines, penalties
 and forfeitures, and damages for waste, trespass or in-
 jury thereto, constitute a township school fund for the
 township to which it belongs, and any territorial school
 moneys which may be apportioned to any township which
 shall not be organized are to be added to and become a
 part of the township school fund for such townships." ⁴

1. Ibid, Section VI

2. Ibid, Art. III, Section I

3. Ibid, Section III

4. Ibid, Section IV

The people were also empowered to form school townships, but the article is confusing and difficult, if not impossible, of interpretation.¹ The statutes creating the common schools of the territory were drawn on a generous scale and were evidently the work of men friendly to education.

The legislature of 1855 also provided for the establishment of a university of the Territory of Kansas. For the support of the university, a seminary fund was created consisting of all moneys derived from the sale of lands which may be donated by the Congress of the United States for seminary purposes from any and all sources, and the interest, dividends, profits and proceeds of such lands and moneys; except such other distribution as shall be by law authorized.

The second session of the territorial legislature began on January 12, 1857. The only school legislation was an enactment amending the act of 1855 as respects the making of the annual report of the district, and the appointment of a school treasurer by the County Commissioners.²

The Third Session of the Legislature was held in 1858. All laws enacted previous to the first day of January, 1857, were repealed.³ They enacted a new code

1. Ibid, Article IV

2. Laws of The Territory of Kansas, 1857, Pages 86-87.

3. Laws of 1858, Chapter 89, Section 1.

of laws drawn from various free state sources, but perhaps more influenced by those of Ohio than any other one state. The educational code provided for the immediate appointment by the Governor of a territorial superintendent of schools, whose term of office should begin on the first of March and continue until the next general election, after which this officer was to be elected annually.¹ His salary was to be \$1500 per year.² The superintendent was to have general supervision of the common schools of the territory, visit every county in the territory once each year, make public addresses³ and awaken public interest in the cause of education. He was to recommend textbooks and if possible secure "uniformity in the use of textbooks", discourage the use of sectarian books and sectarian instruction in the schools of the state.⁴ He was also required to prepare suitable forms for the use of school officers in the transaction of school business. He was required to make a compilation of the school laws and to publish the same,⁵ to examine and decide appeals made to him from district meetings and school officers.⁶ The superin-

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1. Laws of Territory of Kansas, 1858, Chapt. VIII, Sect. I.
 2. Ibid, Section III.
 3. Ibid, Section IV.
 4. Ibid, Section V.
 5. Ibid, Section VI.
 6. Ibid, Section VII.

tendent was required to prepare an annual report to the legislature,¹ and apportion the income from the annual school fund to the respective counties.² The county superintendent was elected at the same time and place³ and in the same manner as other county officers. His term was to begin on the first day of October, and continue for one year. He was required to divide the county into districts, describe their boundaries, and give them a sequential number in the order of their organization and to file the same in his office. He was to receive and distribute all moneys appropriated to the use of common schools in his county in proportion to the number of children in each district between the ages of five and twenty-one years. The superintendent was to require an annual census of school children in his county and to superintend the same. He was required to see that the annual reports of the district clerks were made correctly and in due time, to sue for and to collect all penalties and forfeitures imposed in favor of the common schools of his county.⁴ He was required to make a report to the territorial superintendent on the condition of the schools of his county.⁵ The county superintendent

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1. Ibid, Section VIII
 2. Ibid, Section IX
 3. Ibid, Section XIII
 4. Ibid, Section XV
 5. Ibid, Section XVI

had power to examine all persons desiring to teach in the common schools and to give them a certificate setting forth their qualifications, and no person without such certificate was entitled to teach in any public school.¹ He was required to visit every school in his county once each year and examine their condition.²

Each school district was a corporate body,³ and its annual meeting was fixed on the last Saturday in September, annually, notice of which was to be given.⁴ The powers of the annual meeting were as follows: (1) to appoint a chairman; (2) to adjourn from time to time; (3) to elect a director, clerk and treasurer; (4) to designate a site for a building; (5) to vote a tax for the purchase or lease a site for a school building; (6) to vote a tax for the payment of teachers' wages; (7) to authorize the sale of any school house or other property belonging to the district when the same shall no longer be needful; (8) to impose such taxes as may be necessary to discharge any duty or obligation of the district; (9) to vote a tax not exceeding \$150 for school purposes; (10) to direct any litigation to which

1. Ibid, Section XXVI.
2. Ibid, Section XXX.
3. Ibid, Section XXXVII.
4. Ibid, Section XXXVIII.

the district may be a party; (11) to alter, modify, or repeal their proceedings from time to time as occasion may require.¹

It may be noted in passing that these powers are still without essential change the ones enumerated in the present statutes. The officers of the district were director, clerk and treasurer, holding office until the next annual meeting.² A peculiar clause provided that any person duly elected to a district office and refusing to serve should be fined \$10.³

In every school district the following subjects were required to be taught: spelling, writing, English grammar, geography, and arithmetic, and such other subjects as the board may determine.⁴ All schools were to be free and without any tuition charge for all children between the ages of five and twenty-one years, and no sectarian instruction was to be allowed.⁵ Such are the essential features of the common school system as established by the legislature of 1858.⁶ The district meeting and the district board were given large and ample powers for the conduct of the schools and for

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1. Ibid, Section XL.
2. Ibid, Section LXIV.
3. Ibid, Section C.
4. Ibid, Section LXX.
5. Ibid, Section LXXI.
6. Laws, of 1858, Chapter 8.

meeting all the obligations of the district. A study of the statute impresses one with the intent of the legislature to afford the fullest educational opportunity in its power to the youth of the territory.

In accordance with the foregoing act, approved February 12, 1858, the governor of the territory appointed James H. Noteware as the first territorial superintendent of schools. Mr. Noteware was appointed on the day the act was approved and immediately confirmed by the Council (Senate) and entered upon his duties March 5, 1858. He does not appear to have made any report but he seems to have made some official recommendations of textbooks.¹

Samuel Wesley Greer was elected superintendent of schools for the territory on October 4, 1858, and entered upon his duties December 2nd, following, serving until January 7, 1861.² Mr. Greer was a native of Pennsylvania, having been born near West Newton, in 1826. He came to Kansas in October, 1856, and resided in Leavenworth and kept his office there.³ Superintendent Greer issued reports for the years 1858,⁴ 1859,⁵ and 1860.

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1. Andreas, Op. Cit., Page 266.
 2. Andreas, Op. Cit., Page 266.
 3. Act of 1859, Chapter 117.
 4. Journal of House of Rep., Territory of Kansas, 1859, Pages 102-106.
 5. Ibid., 1860, Pages 34-82.

The reports are educational documents of great value and exhibit a remarkable insight into the educational problems facing the territory. In his first report, made January 16, 1859, Mr. Greer stated that of the county superintendents, only one, that of Leavenworth county, had made reports as required by law. In this county 28 districts had been organized. A partial report from Atchison county showed 18 school districts. He recommended that each township be an original school district. His second report, made December 31, 1859, showed reports from 15 counties. Schools had been taught in 136 districts. The number of children of school age was 7,029.

"Owing to the Legislation of last winter abolishing the office of County Superintendent and failing to make it the duty of any other county to report to this office," the third report of the territorial superintendent revealed official information as to the conditions of schools from seven counties only.¹ From the reports received, Mr. Greer estimated there was at the time of his third report, December 31, 1860, as many as 480 organized school districts, and 24,000 school children in the territory. Superintendent Greer traveled

1. Quoted from Annual report of Territorial Superintendent of Common Schools, December 31, 1860, Page 1.

extensively over the territory, visiting many counties, holding public meetings and encouraging the people to organize school districts and establish schools. In his reports he recommends school libraries, holding of teachers' institutes, and the establishment of normal schools, seminaries, and colleges. He mentions such of the higher schools of learning as had already been established in the territory. Superintendent Greer's report of December 31, 1860, discusses the conditions of the schools in general and states that the abolishment of the office of county superintendent by the legislature had placed him out of communication with the counties of the territory. The legislature of 1859 made no provision for levying a tax to sustain the schools of the territory. It says that the expense of private subscription schools of \$1 a month is a sum too great for most of the citizens to bear, and it pleads for a new zeal for the whole school system. It complains of the heterogeneous condition of the schools in the territory. In their organization each community seems to be a law unto itself, following its own prejudice or temporary convenience. It reminds the legislature that there are but two systems of schools at all applicable; - the township or the district system. It seems inclined to the town-

ship system for its efficiency but adds that the district system is much more simple in its formation. It makes a plea for the restoration of the office of county superintendent, and this office was restored again in the constitution of the state. It reminds the legislature that the salary and appropriation for his office were not provided for by the legislature of 1859. For the present year, the Superintendent has served without pay and has borne the expense of his office out of his own funds and he hopes the legislature will reimburse him to the amount of \$1900, one year's salary and office expense for two years. It called attention to the fact that the legislation of the previous years was so faulty that it will have to be done all over again, and he urged the legislature to do this duty even though the impoverished condition of the country called for its most careful consideration.

EARLY SCHOOLS - The educational spirit of the Kansas pioneer is revealed in the history of the legislation discussed and enacted during the formative period of the State. Determined efforts were made to place the cause of education upon a legal basis. The Constitutional Conventions and the Territorial Legislatures

studied the school laws of the States which, at that time, were considered to have established the most progressive systems of education.¹ Sections of these laws, most adapted to the conditions peculiar to Kansas, were incorporated into laws of Kansas Territory, and, it was hoped, would provide for the establishment of a "School System".

But, due to the political turmoil of the times, the difficulty of earning a livelihood, and the sparseness of settlement, the Territorial Laws were inoperative. Although Kansas may be said to have possessed a legal "System of Territorial Schools" the real establishment of a school was determined by the demand existing in each community and each school was responsible only to the will of the community it served. The early schools of Kansas were voluntary and grew out of local movements which sprang from the conviction that "Illiteracy is an evil".²

The school laws of 1855 established the district system and provided that districts were to be formed upon petition. The reports of the Territorial Superintendents (see Appendix E) contain information so limited in

1. Kansas Historical Collections, Vol. 7, Pages 130-151.
2. Rossington, W.H., Shawnee County Clippings, Vol.9, Page 125.

character that they serve to conceal rather than reveal the expansion of educational facilities. The number of districts organized and reporting to the Territorial Superintendent cannot be considered an index to the number of schools in operation. In almost all, if in not quite all, of the communities private or "select" schools existed for a considerable time before, and after, there¹ was legal district organization.

The local school organizations recognized no authority except that which they considered expedient to their own locality. As a result, there is no collective record of the school activities of Territorial days. The sum total of present knowledge must be derived from scattered accounts found in early newspapers and private letters. Due to the shifting interests of the times, and the intense political rivalry in governmental affairs, the process of school organization received little publicity. A connected story of the organization of one district, as gathered from the newspaper articles and private letters, will describe the general educational character of most communities of the territory.

The Kansas Free State of March 3, 1855, carries

1. Kansas Historical Collections, Vol. XI.

the following story:

"SCHOOL MEETING

Saturday, Febr. 24, 1855

'Pursuant to a call, the Squatters of the district west of Lawrence city, assembled at the house of Mr. Frye, for the purpose of devising ways and means for the erection of a schoolhouse and the establishment of a school for the present.

'Calvin Adams, Esq. was called to the Chair, and Hugh Cameron appointed Secretary.

'On motion of Mr. Tabor, the district was named the Union School District, and a committee of three, Messrs. Tabor, Yates and Hughes, chosen to select the site; also on motion of Mr. Tabor, it was decided that the size of the house should be 18 by 20 ft., and six logs between sill and plate.

'On motion of Mr. Wilson, a committee of three, Messrs. Wilson, Adams, and Gentry, were appointed to superintend the building.

'On motion of Mr. Cameron, the committee to superintend the building, were instructed to call upon all persons living within two miles of

the site selected, and ascertain what each would do toward the erection of a school house, and report at our next meeting. Also, on motion of Mr. Cameron, it was agreed, that when the meeting adjourns, it adjourns to meet again, at the same place, on Saturday two weeks, March 10, at 2 o'clock, P.M.

'On motion of Mr. Yates, a committee of five, Messrs. Yates, Cameron, Hughes, Merrick and Waterman, were appointed to draft a constitution and by-laws for the government of the Union School District.

'On motion of Mr. Martin Adams, the Secretary was instructed to request the editors of the Kansas Free State to publish the proceedings of this meeting, and also to procure a book for the use of the Secretary of this School District.

'On motion the meeting adjourned.

Calvin Adams, Pres't.

Hugh Cameron, Sec. "

In the Kansas Free State of March 17, 1855, the progress of education in this district is continued as follows:

"SCHOOL MEETING.

'At an adjourned meeting of the inhabitants of the Union School District, W.M. Yates was called to the chair: and R.H. Waterman appointed Secretary.

'The proceedings of the last meeting were read.

'The committee to select a site for a School House, reported the site selected on Mr. Fry's claim, about twenty rods west of his house.

'The Building Committee were called upon to report, and not being prepared, on motion of Mr. Merchison, were discharged from further duty.

'On motion of Mr. Allen, a new Building Committee, (Messrs. Yates, Adams and Waterman) was appointed, with instructions to ascertain what persons present will subscribe towards the erection of the body of a School House, and report immediately by mutual consent, the material for the house to be upon the ground on or before Saturday, the 21st, inst.

'The Committee on Constitution and By-laws were next called upon to report: but not being

prepared, on motion of Mr. Allen, they were allowed until the next meeting to complete their report.

'The Committee on Building reported sufficient subscribed to erect the body of the House on the day appointed.

'On motion of Mr. Cameron, the Secretary was instructed to request the Editors of the Lawrence papers to publish the proceedings of this meeting.

'Also, on motion of Mr. Cameron, the meeting adjourned to meet again at the same place on Saturday, March 31st, at 8 o'clock, A.M., to erect the body of a School House, and for the transaction of other business.

William Yates, President."

R. H. Waterman, Secretary.

The further progress of this district is continued in the Kansas Free State of April 14, 1855, as follows:

"SCHOOL MEETING.

Saturday, March 31st, 1855.

'1. The members of the Union School met this day according to previous notice and after erecting the body of a School House, Mr. Allen was

called to the chair and R. L. Waterman re-appointed Secretary.

'Mr. Calkin presented the following Constitution which was adopted.

'Constitution of the Union School District.

'2. The officers of this District shall consist of Three Trustees, one District Clerk and one District Collector.

'3. It shall be the duty of the Trustees to Superintend the Building of the School House, hire the Teachers, and make out the rate bills and give to the Collectors for the Collection of the Teachers' wages. They shall also have power to call Special Meetings whenever deemed necessary, and for that purpose shall deliver to the Clerk a notice in writing setting forth the time and place of such meeting and also the object for which such Meeting is called. They shall also have possession and entire control of the School House, if any Person shall neglect or refuse to pay his Rate Bill, or furnish his proportion of fuel it shall be the duty of the Trustees to sue for the recovery of the same, it shall be their duty on going out of office to report to their Successors in office what they

shall have done in the premises and also to hand over all papers and pay over all moneys in their hands belonging to the District.

'4. It shall be the duty of the Clerk to give notice of all Meetings called by the Trustees, the Annual Meeting for the Election of officers, and all other Meetings which shall have adjourned for more than one Month, by posting notices in four most public places in the District at least six days before the time for such Meeting when assembled shall be organized by choosing a Moderator, the proceedings of the Meeting shall be kept by the Clerk and read over to the Meeting, and signed by him and the Moderator, he shall keep all papers belonging to the District and hand them over to his successor in office.

'5. It shall be the duty of the Collector to collect all rate Bills given to him by the Trustees, and pay over the Money to them within thirty days after receiving the Rate Bills.

'6. It shall be the duty of the Trustees to ascertain as near as may be the amount of wood necessary for each Scholar and give notice to those intending to send to school and in case

any one neglects or refuses to furnish his proportion of wood, the Trustees shall furnish it and charge it on his Rate Bill.

'7. The Clerk shall keep a book in which he shall enroll the names of the members of said District also the numbers of Scholars taught in the School, and the amount paid for teachers wages, he shall also record the proceedings of each meeting therein. Any person sending to school shall delegate to the teacher the right to govern their Schollars and use necessary punishment to preserve good order in said School and in case any scholar cannot be governed by reasonable chastisement the Trustees, shall have the power to expell them from the School.

'8. The school House shall be open for Religious Meetings and sabath school without regard to sects, except in School hours.

'9. No person shall become a member of this District or receive any privileges of the House who does not assist in building the same or until he shall pay Five Dollars into the hands of the Trustees to be laid out in repairs and

furnishing necessary appendages for said house unless admitted by a vote of the District for a less sum.

'10. Any person who shall refuse to abide by and be governed by this Constitution shall forfeit his Membership also his right in the house.

'11. This Constitution may be altered or amended at a special meeting called for that purpose.

'The following Officers were elected to hold their office until the first Annual Meeting.

For Trustees

Martin Adams, Wm. Yates, and Robt. Allen.

For Collector, Rob't Hughes. For Clerk, R.H. Waterman.

'On Motion of Mr. Calvin Adams the Trustees were instructed to circulate subscription papers to attain funds to complete the school house.

'On Motion of Mr. Yates the Secretary was instructed to request the Editors of the Lawrence papers to publish the proceedings of this Meeting with the Constitution.

'On Motion of Mr. Wilson the Meeting adjourned until Saturday April 28th, 1855, at 2 o'clock P.M.

Rob't Allen, Pres't. "
R. H. Waterman, Secretary.

This is the final official notice of the proceedings of this school district as recorded by the newspapers. That the school functioned is attested to by G. W. W. Yates in a letter to the Topeka Capitol, March 26, 1905. He says:

"Among those who organized the school, not one had ever sat on a school board, or ever had anything to do with schools further than to pay school taxes in the States from which they came, if such tax were levied, or to pay their subscription for schools where they had happened to live in such a community before immigrating to the territory.--- The question of finding a teacher was seriously discussed. Who had the most time to spare to teach School? After deliberating together, it was finally agreed that Mr. Robert Allen was the most shining prospect, as he was ailing most of the time and could give to the school all the time that would be necessary! besides, it was found out and so announced that he had been to school a good deal over in Pike County, Missouri, where he came from, and was a fair reader and writer and had "figgered" through the third part arithmetic. - - - His salary was fixed at \$1 per month for each pupil. - - Classes were numerous, considering that each particular set of children brought with them the books they had on hand, some of which they had used in the schools in the states, and others those that had been used by their

parents before them, with hardly any two sets of children having the same kind of books, hence the necessity of drifting along with the material at hand, each particular scholar finding out what he could master from each others books."

How many sessions were taught in this particular school cannot be ascertained. Mr. Yates mentions the first seven teachers but gives no indication as to the length of term taught by each. The success of the school may be judged from the statement of D. C. Adams who says: "The district has sent out men and women who have done great and good work for the world". (Daily Journal-World, Aug. 4, 1914.)

TABLE NO. I

ORIGIN OF AMERICAN-BORN POPULATION IN
KANSAS, 1860, from EIGHTH CENSUS FOR
UNITED STATES, 1860.

North		South	
Ohio	11,617	Missouri	11,356
Illinois	9,945	Kentucky	6,556
Penna.	6,463	Virginia	3,487
New York	6,331	Tennessee	2,569
Iowa	4,008	No. Carolina	1,234
Wisconsin	1,351	Arkansas	620
Mass.	1,282	Alabama	240
Michigan	1,137	So. Carolina	215
Vermont	902	Georgia	179
Maine	728	Mississippi	128
Conn.	650	Louisiana	114
New Jersey	499	Texas	108
New Hampshire	466	Florida	23
Maryland	620		
Delaware	91		
Minnesota	76		
D. C.	72		
Rhode Island	180		
California	30		
Oregon	2		

TABLE NO. II

SUMMARY OF ANNUAL REPORTS OF
TERRITORIAL SUPERINTENDENTS
OF COMMON SCHOOLS IN KANSAS
1858-59-60.

	1858	1859	1860
No. of Counties in Territory		35	
No. of Counties Reporting	3	16	13
No. of Organized Districts	50	222	195
No. of Districts Reporting	16	88	
No. Children of School Age	866	7,029	
No. of Children Enrolled		2,087	
Average No. Months of School		4	4
No. of Teachers			
Average Salary of Teachers			\$25.
Amt. Raised for School Bldgs.		\$7,045.23	
Amt. Raised by Taxation for School Purposes		\$6,233.67	\$1000.
Amt. Raised by Private Subscription		\$6,883.50	
No. Schools Sustained by Private Subscription			132

(Compiled from Annual Reports of Territorial
Superintendents of Common Schools, 1858-59-60).

CHAPTER II

THE EXPANSION OF EDUCATIONAL FACILITIES
CO-INCIDENT WITH THE IMMIGRATION ERA
1860 - 1890

PERIOD OF READJUSTMENT. It has been shown in the previous chapter that Kansas was settled mainly by a homeseeking type of immigration. For three decades following the admission of Kansas into the Union, January 29th, 1861, the State received an influx of population that has been unequalled in its later history!¹ From the 33rd place in order of population among the states of the Union in 1860, Kansas rose to the 20th place in 1890, which relative position it has since occupied.² The immigrants of this period were of the same general homeseeking type as the immigrants of the territorial period. They established the institutional life which they considered to be essential to permanent community life.

In spite of their limited economic resources, the inhabitants of the Territory of Kansas showed great zeal in their successful campaign for recognition as a State of the Union. The total valuation of all property in Kansas for 1860 was \$31,327,895.00,³ and the

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1. Statutes of Kansas, 1897, Page 45.
 2. Compiled from the 11th U. S. Census, 1890.
 3. Eighth Census of the U.S., 1860.

valuation per capita on a population of 107,206 was only \$292.00.¹ Not only were the inhabitants of the territory hindered by political controversies and the struggles against the forces of nature, but they were also handicapped by a serious lack of financial means in carrying out their purposes.

Kansas entered the Union suffering from one of the worse natural calamities recorded in the country's history. From the 19th of June, 1859 until November 1860 not a shower fell to soak the earth. Wells gave out that had been an unfailing source of supply. Springs and creeks were everywhere dry and, in a greater part of the country, suffering was intense. In the valleys of the Kaw and the Missouri the drought was not so severe as on the higher land, but no part of the state was able to raise any surplus crops to aid the needy ones in the larger part of the territory. Those who had not the resources to endure the season of misfortune, and could procure the means to go East, abandoned their holdings. Fully thirty thousand left the territory during this drought.² "Thousands returned to the East impoverished and discouraged, bearing with them tales of want and woe calculated to stop all future emigration

1. Compiled from Eighth Census of the U.S., 1860.
 2. Tuttle, C. R., History of the State of Kansas, Page 445.

and confirm the early popular belief that the country was to be, for all time, the Great American Desert; fit only for the abiding-place of Indians and the homes of buffaloes, prairie dogs, snakes, owls and horned toads. Of those who remained, many were supported by supplies sent from the East, until a new and bounteous crop brought relief and restored the confidence of the disheartened settlers."¹ The adverse advertising resulting from these vagaries of nature as well as the nation-wide upheaval brought on by the Civil War prevented any great change in the population of Kansas during the period from 1860 to 1865. "It is doubtful whether there was any increase in population or wealth from 1861 to 1864. The Census for 1860 gave Kansas a population of 107,206; the state census for 1865 set the population at 140,179, a gain of 32,973. It is thought that nearly the entire increase came after the spring of 1864."² "Kansas of to-day dates only from 1865. From then until the frontier line was beyond the western limits of the state, the settlers came singly and in groups, in families and in colonies. It was not a crusade of fanatics or raids of filibusters, but the measured march of earnest men and

1. Andreas, A. T., History of Kansas, Page 253.
2. Martin, J. A., The Development of Kansas, Kansas Historical Collections, Vol. III, Page 373.

women seeking homes." ¹

FACTORS PROMOTING IMMIGRATION. Two factors were important in re-establishing the interest of the country at large in the advantages which Kansas possessed for home-seekers. The Homestead Law passed by Congress May 20th, 1862, provided that any individual by residing on a claim for five years, cultivating it and paying a fee of \$18.00 could own eighty acres of land. ² It is of importance to note that Kansas made a bid for settlers of all nationalities and races in the Wyandotte Constitution, which provided that "no distinction shall ever be made between citizens and aliens in reference to the purchase, enjoyment, or descent of property." ³

The second factor instrumental in renewing interest in immigration to Kansas was the Land Grant to the railroads. This provided that the railroads should receive free of charge every alternate section of land extending over a strip ten miles wide on each side of the railroad. ⁴ These railroad lands, as fast as they were surveyed and patented to the company by the Government, were offered for sale to actual settlers in such quanti-

1. Elliott, R.S., Report on Industrial Resources, Page 25.
2. Foster, E.G., History of U. S., Page 411.
3. Constitution of State of Kansas, Bill of Rights, Sec.17.
4. Foster, E.G., Op.Cit., Page 411.

ties, on such liberal terms of payment, and at such prices, as to result in their rapid disposal and settlement.¹ On the 20th of March, 1860, the first iron rail was laid for a railroad on Kansas soil. (This was the Elwood and Marysville Railroad, now the Union Pacific.) Twenty-two years later there were 3,718 miles of railroad in this state.²

Beginning with the year 1865, there was a steady stream of immigration into the state of Kansas from all parts of the United States and foreign countries. The census returns for 1870 give Kansas a population of 364,399, of which 48,392 were foreign born.³ The number of farms increased during the decade 1860 to 1870 from 10,400 to 38,202.⁴ That the average size of the farms decreased from 171 acres in 1860 to 148 acres in 1870, might indicate that the homestead law of 1862 was exerting an influence to promote intensive farming.⁵ The increase in total true valuation in 1870 to \$188,892,014 and the increase in per capita valuation to \$518 are significant indications of the growing prosperity of the new state.⁶ There are no accurate returns on the number of inhabitants in the rural and urban districts for this decade.

1. Andreas, A.T., History of Kansas, P. 244.
2. Andreas, Op.Cit., P. 241.
3. Ninth Census of the U.S., 1870.
4. Compiled from Eighth and Ninth Census of U.S., 1860, 1870.
5. Ibid.
6. Ninth Census of the U.S., 1870.

From 1870 to 1880 the population increased to 996,096, while the total true valuation and the valuation per capita increased to \$760,000,000 and \$763 respectively.¹ The total number of foreign-born inhabitants had by this time increased to 110,086.² The percent of rural and urban population is accurately available for the first time in the Tenth Census of the United States, 1880. Kansas at that time possessed a population which was 94.45% rural.³

Immigration continued unabated during the next decade. The census of 1890 gives Kansas a population of 1,428,108 with a foreign population of 147,838.⁴ The economic well-being was developing rapidly. An increase in total true valuation of more than one million dollars and an increase in valuation per capita of \$500 over the preceding decade is indicative of the energy and purpose of the new population. There was a decided drift toward the cities during this decade. The percent of urban population rose from 5.55% in 1880 to 19.1% in 1890.⁵

1. Tenth Census of the U.S., 1880.
2. Ibid.
3. Compiled from Tenth Census of U.S., 1880.
4. Eleventh Census of U.S., 1890.
5. Ibid.

THE EXPANSION OF EDUCATIONAL UNITS - Among the traditions established by the territorial population was the urgent demand for means of education for the children. The additional problems brought on by the rapid increase of population during the immigration era did not seem to distract attention from the importance of establishing schools and creating school districts. The Constitution of the State provided for the election of a Superintendent of Public Instruction in each county.¹ There were no qualifications required for holding this office, and the county superintendents were very energetic in every activity which might further their interests with the electors. One of the popular means of promoting their interests was in the organizing of new school districts, which power was given into their hands exclusively.²

There are no accurate records of the number of school districts organized in the state during the first five years of statehood. It is evident that the early records do not give a true indication of the number of schools, or the enrolment thereof. The school census for 1861 gives a total of 4,901 children of school age in the state. Between the years 1870 and 1930, the average of

1. Constitution of State of Kansas, Art.VI, Sec.1.
2. Laws of 1861, Chapt.75, Art. V, Sec.2.

the population of school age to the total population of the state was 32.72%.¹ It is reasonable to presume that the same average might be used as an indication of the population of school age for the year 1860.

This would place the school census for that year at 25,077, which figure more closely approximates the unofficial estimate of 24,000 in the Third Annual Report of the Territorial Superintendent of Common Schools in December 31, 1860.² The number of organized districts

as reported to the State Superintendent in 1861 was

217.³ This is less than half the number of organized districts as estimated in the last report of the Territorial Superintendent.⁴ These figures give some indication of the impossibility of securing accurate reports upon the conditions of schools during the early years.

"In 1861 the only reports made to the Department of Education mentioned the fact that there were only 217 school districts in the state. A year later the number had been increased to 534, with 319 teachers employed. In 1862 the average salary paid to teachers was \$24 per month for men and \$13 for women. The total

1. Compiled from State Supt. Reports, 1870 to 1930.
2. Third Annual Report Territorial Supt. of Common Schools, 1860.
3. First Annual Report State Supt. of Public Instruction, 1861.
4. Third Annual Report Territorial Supt. of Common Schools, 1860.

amount paid out for teachers' wages and school supervision in 1862 was \$14,009.67 and the average length of school term was 12.8 weeks. The estimated value of school property then was \$10,437.50 which was composed of lands, the sod-houses and dug-outs, and the slab benches, home made desks, and log cabins constructed from the cottonwood trees which were found along the principal streams of the state.

In 1867 there were 703 school houses in Kansas. With the exception of about 200 of these school houses in the eastern third of the state, they were constructed of sod, many of them being dug-outs like the primitive houses in which the first settlers lived. The pioneers clubbed together and built these early temples of learning.¹

It is evident from the annual and biennial reports of the county superintendents to the state superintendents of the era of immigration, that the expansion of educational facilities kept pace with the rapidly increasing population. By the end of the first decade 53 percent of the children of school age were enrolled and² enjoyed an average school term of 20.8 weeks.

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1. Public School Clippings, Vol. I, Page 139.
2. Tenth Annual Report of State Superintendent of Public Instruction, 1870.

The total enrolment had increased to 63,218 and the amount paid out for all school purposes was \$673,041. 2,068 school districts had been organized and all maintained schools.¹ There were 1,501 school houses in the state, and the value of the school property had risen to \$1,520,041.40.² Much of this educational progress is perhaps due to the zealous interest of Peter McVickar who served as Superintendent of Public Instruction from January 1867 to January 1871.³

Superintendent McVickar showed intense interest in all different phases of educational development. He made recommendations concerning graded schools, the conduct of primary schools, age of admission, suitable seating, word method, map drawing, History and Constitution of the United States, ventilation, arrangement of school grounds, etc.⁴ He introduced a system of record books for school district officers. He urged the establishment of school district libraries. He devoted serious attention to the condition of the state school funds, the management and sale of school lands, and the success of the work of the teachers' Institutes. (These Institutes are discussed later in this chapter.)

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1. Tenth Annual Report State Supt. Publ.Instr., 1870.
2. Ibid.
3. Columbian Hist. of Education in Kans., 1893, Pages 9-10.
4. Eighth Annual Report State Supt. Publ.Instr., 1868.

However, the Kansas system of public schools had not yet become united in purpose or scope. County superintendents continued to organize school districts with more attention to the political advantages accruing therefrom than from the actual needs of the county. "It seems there were but few laws until 1878, for every man obeyed the laws of the state from whence he came."¹

One illustration of the zeal for district organization may serve to characterize the conditions in many counties of the state. In 1870 there were fully one hundred children of school age in McPherson County. Within one year nine school districts had been organized in the northern part of the county alone. "All of these districts were very large and modeled without the least suspicion that there would be a future and that order was nature's first law."²

The erection of school buildings could not keep pace with the organization of school districts during this period of rapid expansion. 1501 school houses served 2068 districts.³ Undoubtedly many schools were held in other places of convenience, as the last report of Superintendent McVickar gives 2240 teachers teaching in the 2068 organized districts.⁴

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1. Columbian Hist. of Education in Kansas, Page, 156.

2. Ibid.

3. Tenth Annual Report of State Supt. Publ. Instr., 1870.

4. Ibid.

The two following decades of history reveal a continuance of this rapid expansion of school facilities. Although the population of school age of 1890 had increased to 509,614,¹ the percent of school census enrolled had also increased to 76.8%,² and the total value of the school property had risen to \$10,617,149.³ There were 11,612 teachers teaching an average length of school term of twenty-seven weeks in 9,022 organized districts. \$4,972,966 were paid out for all school purposes, at a cost per pupil of the total population of the state of \$3.49 per annum.

These figures give some indication of the enormous growth of school facilities in Kansas during the thirty years succeeding its admission into the Union. The liberal provisions of the state constitution for the establishment of a state system of schools had succeeded. The first intention of the law was the establishment of a school in any newly organized community. These figures show that the law had succeeded beyond all expectation.

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1. Seventh Biennial Report of the State Superintendent of Public Instruction, 1890.
2. Ibid.
3. Ibid.

LEGAL PROVISIONS FOR EDUCATION DURING THE IMMIGRATION PERIOD, 1860 - 1890. - The Wyandotte Constitution provided a broad basis for the establishment of a "state system of schools", by giving to the state superintendent the "general supervision of common school funds and educational interests of the state", and "such other duties as may be described by law".¹ Thus it devolved upon the state legislature to determine the extent to which centralization of power should be placed in the hands of the state superintendent.

In keeping with the general tendency of the times, the first state legislature reflected the public demand for local autonomy in education, which has since characterized the entire system of state education. Two distinct movements are noticeable in the legislation of the era of immigration, 1860 - 1890. The first is the adoption of a new educational code by the first session of the legislature assembled at Topeka, March 26, 1861.² This code was simple and was intended to meet the needs of a new state. However it did not differ essentially from the territorial enactments of 1855, or the succeeding territorial laws. There were few areas of population

1. Constitution of the State of Kansas, Art. VI, Sec. 1.
2. Laws of 1861, Chapter 76.

concentration. The schools were a simple affair, and the district schools sufficed to meet the educational needs of a distinctly rural population. The second movement¹ reached its culmination in the new code of 1876.

This code was intended to meet the needs which arose from the formation of cities and provided for three systems of schools: district schools, schools in cities of the second class, and schools in cities of the first class.

The State Superintendent of Public Instruction.

The Wyandotte Constitution fixed the term of the state superintendent at two years, made the office an elective one, and gave the incumbent "general supervision of the common school funds and educational interests of the state."² The legislature of 1861 fixed the annual salary of this office at \$1,200, and made additional appropriations of \$500 for expenses.³ In 1891 an assistant superintendent and chief clerk were provided for and the salary of the superintendent was increased to \$2000.⁴

The duties of the state superintendent as defined by the laws of 1861 were as follows: to visit each

1. Laws of Kansas, 1876, Chapter 122.
2. Constitution of State of Kansas, Art. VI, Sec. 1.
3. Laws of 1861, Chapter 75, Section 9.
4. Laws of Kansas, 1891, Chapter 181.

county in the state at least once a year for the purpose of awakening a general interest in education; to collect information relating to common schools in other states; to receive and file reports from county superintendents; and to make an annual report to the legislature.¹

Minor changes in his duties were made by legislative enactments of 1864, 1867, and 1869.

These changes did not increase the scope of his powers over the state system, and the office remained entirely supervisory in character. In 1879 the state superintendent was given final jurisdiction of joint-district disputes, a semi-judicial power of statewide significance.²

The income of state school funds was to be disposed of annually by order of the state superintendent,³ and he also was to serve as a member of the Board of Commissioners for the management and investment of the school funds.⁴

County Superintendent. The office of county superintendent, which had been abolished by the legislature of 1860, was provided for in the Wyandotte Constitution. The county superintendent was to bear the same relation to the schools of the county that the state superintendent bore to the schools of the state at large.

1. Laws of 1861, Chapter 75.

2. Laws of 1879, Chapter 158, Sec. 1.

3. The Constitution of State of Kansas, Art. VI, Sec. 4.

4. The Constitution of State of Kansas, Art. VI, Sec. 9.

He was to organize the county into districts as the need arose and to divide the school funds received from the state among the schools of the county in proportion to the school population of each district, and to visit each district at least once a year.¹ The salary of the county superintendent was fixed by the particular tribunal transacting county business. This tribunal usually allowed but \$3.00 a day and that for few days in the year. Such a salary did not tempt qualified men to seek the office. State Superintendent I. T. Goodnow recommended a higher salary than this, "so that it would be something more than that officer's horse and buggy hire".² The Fourth State Teachers' Association, which met in Lawrence, July 3 - 5, 1866, passed resolutions to the effect that the salary of the county superintendent be increased so that better qualified and trained men would seek office.³ These resolutions demanded that the county superintendent give all his time to the duties of his office. The Legislature of 1869 met this demand by providing for higher salaries.⁴ The salaries fixed upon were \$1,000, \$1,200, and \$1,500 respectively, depending upon whether the school population of the county was from 2000 to 3000, 3000 to 5000, or over 5000. However,

1. Laws of Kansas, 1861, Chapter 76.

2. Fifth Annual Report of State Supt. of Public Instruction, 1865.

3. Andreas, Op. Cit., Page 274.

4. Laws of 1869, Chapter 84.

if the school population of the county remained below 2000, the county superintendent was paid on the old \$3.00 a day basis. The legislature of 1876 reduced the salaries to \$500 for counties whose school population was from 5,000 to 10,000, and allowed the \$1,000 only in those counties whose school population was 20,000 or over.¹ A slight increase in salary was made in 1881,² and again in 1886.³

There were no qualifications required for the office of county superintendent until 1899, when the legislature required that he must either hold a second or first grade or state certificate, or be a graduate of an accredited college or normal school, and that he must have had at least eighteen months experience as a teacher.⁴ One of the most important powers of the county superintendent was to "create and alter school districts". This power has been a significant factor in establishing and maintaining a district system of schools in the State of Kansas.

School Districts. The officers of a newly organized district were a director, a treasurer, and a clerk.⁵

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1. Laws of 1876, Chapt.122, Art. II, Sections 7 and 8.
 2. Laws of 1881, Chapt.152, Section 6.
 3. Laws of 1886, Chapt. 80, Section 6.
 4. Laws of 1899, Chapt. 245.
 5. Laws of 1861, Chapter 76.

These officials were elected annually until 1874, when their term was fixed at three years, one to be elected each year.¹ The annual school meeting of the district fixed each year the general policy of that district, made the tax levies, fixed the length of the school term, and gave new directions to the Board, for the conduct of the type of school which the majority of those present in the meeting desired.² The district clerk was required to make an annual report to the county superintendent, and the district treasurer was required to collect all taxes levied for school purposes.³ Women were allowed to vote at the annual school meeting, provided they were residents of the district and possessed the qualifications required of male voters.⁴ The Laws of 1889 required that all voters at the annual meeting must have been residents of the district for thirty days.⁵ One of the most important subjects which was decided at the annual meeting was the length of the school term. The Constitution of the State and provisions enacted by the legislature limited the right of the annual school meeting by providing for a minimum term of school. The

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1. Laws of 1874, Chapter 118, Sec. 1.
 2. Laws of 1861, Chapter 76.
 3. Laws of 1861, Chapter 76.
 4. Laws of 1861, Chapter 76.
 5. Laws of 1889, Chapter 223.

Constitution made a three months school necessary before the district could receive its share of the state school fund.¹ In 1881 the minimum term was increased to four months.²

Graded Schools. The Statutes of Kansas early made provision for the establishment of graded schools. The Legislature of 1861 indicated the procedure by which "the inhabitants of two or more school districts" may "unite for the purpose of establishing a graded school in which instruction shall be given in the higher branches of education".³ Such union or graded schools would then constitute one district, and their officers and the legal provisions relating to them are the same as for district schools. It is under this graded school law that rural communities wishing graded schools and third class cities wishing high schools have established them.

Tax Levy. The maximum tax which a district could levy upon the assessed valuation of a district has always been limited by law. During the first twenty years after Kansas was admitted as a state, the tax levy was proportioned according to the various expenses, such as school buildings, teachers' wages, and incidentals. The first state legislature fixed the maximum limit of

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1. Constitution of State of Kansas, Art. VI, Sec. 4.
 2. Laws of 1881, Chapter 150, Sec. 1.
 3. Laws of 1861, Chapter 76, Art. VII, Sec. 1-9.

one-fourth of one percent for teachers wages.¹ The second state legislature in 1863 raised this limit to one-half of one percent.² Considering that the maximum tax that could be levied upon the district was fixed at one percent of the total assessed valuation of the district, this left a very low amount of money available for building school houses. State Superintendent Goodnow in his report for 1863 spoke against this tax limit: "In three-fourths of the districts of the state the one-half percent tax will not begin to build a respectable school house and in one-half of the districts the tax of one-half of one percent will not pay the teacher. Why should not the people in each school district tax themselves as much as they please for the education of their own children?"³ The Legislature of 1864 authorized the annual meeting to vote a bond issue for building a school house, the amount not to exceed \$2,000.00.⁴ This enabled some of the districts to build fairly comfortable school buildings. In 1866 a general law gave to the annual meetings the power to vote their own bond issues.⁵ The maximum amount which the annual meeting could raise by a bond

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1. Laws of 1861, Chapter 76, Art. III, Section 1.
 2. Laws of Kansas, 1863, Chapter 56.
 3. Third Annual Report State Superintendent, Page 11.
 4. Laws of 1864, Chapter 20.
 5. Laws of 1866, Chapter 19.

issue was dependent upon the number of pupils in the school district and the bond issue was to be approved by a vote of the electorate. In 1883 the maximum was set at six percent of the taxable property in the district.¹ It was not until 1881 that the principle was introduced that the annual meeting should be given the power to distribute its tax levy as it saw best.² This law set the maximum tax at two percent. Although the basis for the tax levies has always been the school district, we find that from 1857 to 1862, each county was permitted to levy a county tax for common school purposes.³

Teachers' Certification. The first school laws of the territory provided that the annual district meeting should elect an inspector.⁴ It was the duty of the inspectors to "examine all applicants proposing to teach in a common school in the county, who shall produce satisfactory evidence that they sustain a good moral character". He was given unlimited power over the issuing of certificates. The school laws as adopted by the Legislature of 1861, did not provide for the office of Inspector. This duty was taken over by the county superintendent, who was given full authority over the issuing of certificates

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1. Laws of 1883, Chapter 132, Section 1.
2. Laws of 1881, Chapter 181, Section 1.
3. Laws of 1857, Chapter 86.
4. Laws of K.T. 1855, Chapter 144, Article 1.

limited to one year.¹ The laws of 1861 stated no definite time that the examination should be held and gave no requirements as to the standards to be demanded from applicants for certificates. In 1864 the county superintendent was required to designate a particular time and place in the spring and autumn of each year for a general examination of teachers.² In 1869 a county board of examiners was created. This consisted of the "county superintendent and two competent persons to be appointed by the county commissioners."³ The certificates issued previous to 1876 were one-year certificates only. The new code of laws adopted by the legislature of that year authorized three grades of certificates, good for six months, one year, and two years, respectively.⁴

The State Board of Education was created in 1873. The Board consisted of the Chancellor of the State University, the President of the State Agricultural College, and the Principals at Emporia and Leavenworth. Its main duty was to examine all applicants for State certificates and credentials of a higher order. The State Board of Education in 1885 was given the responsibility of securing scholastic standards throughout the state and state-

1. Laws of 1861, Chapter 76.

2. Laws of 1864, Chapter 160.

3. Laws of 1869, Chapter 86, Section 4.

4. Laws of 1876, Chapter 122, Article VI, Section 6.

wide uniformity in examinations by preparing and distributing all questions used in teachers' examinations. ¹

Teachers' Institutes. Teachers' institutes were formed for the purpose of training teachers in service. In 1867 twenty county institutes had been held during the year. ² The Legislature of 1869 provided that the state superintendent should hold annual institutes assisted by the county superintendents of the districts in each judiciary district. ³ This statute also required that "in addition to the normal district institute the county superintendent of each county maintaining fifteen schools during the year, shall hold a county institute of not less than two and not more than five days", ⁴ that all teachers that were in school room work should attend and draw their pay for such attendance. These institutes were all short sessions of from two to five days each. In 1877 under pressure from State Superintendent A. B. Lemmon, the state legislature passed a law compelling county superintendents to hold annual institutes of not less than four weeks in length. ⁵ This law also provided for a fund for the support of the annual county institute. This fund was to be composed of \$1.00

1. Laws of 1885, Chapter 180, Section 1 and 2.
2. Columbian History of Education in Kansas, Page 9.
3. Laws of 1869, Chapter 88, Sections 19-21.
4. Ibid.
5. Laws of 1877, Chapter 136.

examination fee, \$1.00 registration fee, \$50.00 from the state treasury, provided the enrolment reached fifty or over, and not to exceed \$100.00 from the county commissioners.¹

Provisions for City Schools. The Constitution of the State of Kansas states that "provision shall be made by general law for the organization of cities, towns and villages".² The legislature of 1861 provided that no such general law of organization, and declared that "the public schools of any city, town or village which may be regulated by special law, set forth in the charter of such city, town, or village, shall be entitled to receive their proportion of the public school fund."³

In 1862, the Legislature passed a general law under which cities of not less than 7,000 inhabitants could be incorporated.⁴ In 1868 cities were classified by law into first, second and third class, depending upon whether the population was, respectively, above 15,000, from 2,000 to 15,000, or below 2,000.⁵ This law also provided for the school administration in cities of the first and second class. Cities of the third class

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1. Laws of 1877, Chapter 136.
 2. Constitution of State of Kansas, Art. XII, Section 5.
 3. Laws of 1861, Chapter 76, Article 7.
 4. Laws of 1862.
 5. Laws of 1868.

were governed by laws applicable to district schools. These laws obtained uniformity of administrative control of city schools for the first time. Under the private charters by which cities had heretofore been incorporated, each incorporated town was granted the privilege of a separate code of laws under which its schools could operate.

Cities of less than 7,000 inhabitants were given the privilege of retaining their original charters if they so desired. Leavenworth and Lawrence continued to operate during these years under the school laws of their charters.¹ In 1867 a law was passed which declared that school boards in cities of the second class should consist of two members from each ward.² In 1868 each board in cities of the first class should elect three members to the board of education.³ Under these laws schools in cities of the first and second class continued to operate during the immigration era, 1860 to 1890.

Cities of the first and second class were granted greater freedom in taxing power toward the support of their schools than were the districts. The maximum levy fixed by the statutes of 1862 was one mill on

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1. Columbian History of Education in Kansas, Pages 131 and 147.
 2. Laws of 1867, Chapter 69.
 3. Laws of 1868, Chapter 18.

the dollar.¹ This tax was levied by the city council. The status of 1864 gave to the city boards the power to submit their tax levy to the council. This levy could not exceed one-fourth of one percent, and the council was required to levy and collect this tax.² The same law also authorized the boards to issue bonds not to exceed \$25,000.³ Two years later the limitation upon the bond issue was repealed.⁴ In 1881 second class cities were permitted to levy taxes not to exceed seven mills,⁵ and in 1883 the limit was raised to ten mills.⁶ It was not until 1889 that cities of the first class were allowed to levy a similar tax, and even then certain limitations were placed upon them.⁷

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1. Laws of 1862, Chapter 46.
 2. Laws of 1864, Chapter 67.
 3. Ibid., Chapter 20.
 4. Laws of 1866, Chapter 9.
 5. Laws of 1881, Chapter 149, Section 2.
 6. Laws of 1883, Chapter 133.
 7. Laws of 1889, Chapter 222.

Note. As this study is being typed, May 26, 1933, the death of Dr. Wm. H. Andrews is reported. The author is deeply indebted to Dr. Andrews for directing attention to many sources of data in the legal provisions affecting the development of education in Kansas.

TABLE NO. III

ORIGIN OF FOREIGN-BORN POPULATION
IN KANSAS 1860-1890

(Compiled from U. S. Census Reports)

	<u>1860</u>	<u>1870</u>	<u>1880</u>	<u>1890</u>
Germans	3,137	12,775	28,034	46,423
Swedes	122	4,954	12,369	17,096
English	1,400	7,179	14,748	18,080
Irish	3,888	10,940	14,608	15,870
Russians	13	56	8,032	9,801
Canadians	986	5,324	12,536	11,874
Scotch		1,488	3,715	5,352
Austrians	87	448		2,384
Swiss	260	1,328	2,596	3,820
Bohemians		105	2,468	3,022
Danes	70	502	1,838	3,136
French	509	1,274	1,821	2,236
Welsh	163	1,020		2,488
Norwegians	223	588	1,358	1,786
Italians	15	55	167	616
Belgians	52	199	432	808
Hollanders	45	300	749	872
Poles	69	169	1,200	394

TABLE NO. IV

ORIGIN OF NATIVE-BORN POPULATION IN
KANSAS BY STATES 1870-1890

(Compiled from U. S. Census Reports)

	<u>1870</u>	<u>1880</u>	<u>1890</u>	<u>1900</u>
Illinois	35,454	06,670	137,394	113,264
Missouri	28,829	53,740	77,091	93,150
Iowa	12,990	55,841	66,030	88,015
Ohio	38,003	93,071	116,176	87,912
Indiana	30,775	76,850	97,794	75,118
Penna.	19,220	59,111	61,925	46,916
New York	13,526	42,707	40,555	38,839
Kentucky	13,558	25,993	32,563	25,725
Nebr.	633	4,335	11,016	18,904
Wisconsin	4,099	14,912	14,058	11,646
Virginia	8,763	13,492	15,339	10,810
Michigan	4,280	12,885	13,642	10,315
Tennessee	5,512	10,231	11,728	9,658
West Virginia		3,612	6,580	6,452
Arkansas	1,194	2,316	2,624	4,382
No. Carolina	3,192	4,867	5,065	3,947
Maryland	1,946	4,217	5,000	3,756
Colorado	151	627	1,589	3,635
Massachusetts	2,887	5,384	4,986	3,421
New Jersey	1,842	4,617	4,597	3,251
Vermont	2,369	4,914	4,526	3,113
Texas	796	1,593	2,185	2,988
Minnesota	701	2,775	3,424	2,913
Oklahoma			27	2,600
Ind. Terr.	87	330	613	2,301
Maine	1,833	3,519	3,034	2,124
Conn.	1,397	2,789	2,360	1,644
Calif.	203	677	924	1,253
New Hampshire	1,157	2,088	1,735	1,139
Georgia	661	1,047	1,119	990
So. Dak.			200	914
Miss.	387	676	864	788
Alabama	550	751	814	780
Oregon	98	198	290	662
Washington	11	48	120	548
Louisiana	310	482	521	517
New Mexico	65	102	228	446

(Table IV - continued)

	<u>1870</u>	<u>1880</u>	<u>1890</u>	<u>1900</u>
Delaware	302	557	566	411
Rhode Island	363	608	655	391
So. Carolina	330	515	525	354
Dist. Col.	181	271	532	275
No. Dak.	17	132	354	274
Montana	35	144	209	259
Wyoming	6	51	113	250
Utah	208	73	126	208
Idaho	12	28	86	183
Florida	24	70	101	129
Arizona	2	11	47	125
Nevada	31	82	121	91
Alaska	2		5	7

TABLE NO. V

TOTAL TRUE VALUATION AND VALUATION
PER CAPITA BY DECADES IN KANSAS
- 1860 - 1930

(Compiled from U. S. Census Reports
and Reports of Kansas Tax Commission)

	<u>Total True Valuation.</u>	<u>Valuation Per Capita.</u>
1860	31,327,895	292
1870	188,892,014	518
1880	760,000,000	763
1890	1,799,343,501	1,261
1900	1,938,000,363	1,318
1910	2,752,108,678	1,612
1920	3,869,514,914	2,187
1930	3,683,390,510	1,958

TABLE NO. VI

POPULATION VARIATIONS IN KANSAS BY DECADES

1860 - 1930

(Compiled from U. S. Census Reports)

	<u>Total Population</u>	<u>Urban</u>	<u>Rural</u>	<u>Foreign Born</u>
1860	107,206			12,691
1870	364,399			48,392
1880	996,096	55,613	940,483	110,086
1890	1,428,108	272,201	1,155,907	147,838
1900	1,470,495	330,903	1,139,592	126,685
1910	1,690,949	493,790	1,197,159	135,190
1920	1,769,257	617,964	1,151,293	110,578
1930	1,880,909	729,834	1,151,165	69,716

TABLE NO. VII

TABLE SHOWING VARIATION IN EDUCATIONAL
FACILITIES IN KANSAS 1861-1930(Compiled from Annual and Biennial Re-
ports of State Superintendents of
Public Instruction.)

	<u>No. of Organized Districts.</u>	<u>No. Districts Maintaining School</u>	<u>No. of Teach- ers.</u>	<u>No. of School- Houses</u>
1861	217	217		
1862	534	534	319	
1867	1,172	1,172	1,205	703
1870	2,068	2,068	2,240	1,501
1880	6,134	6,134	7,780	5,315
1890	9,022	9,022	11,612	8,811
1900	8,927	8,927	11,513	9,256
1910	8,726	8,726	13,467	9,300
1920	8,775	8,775	16,989	9,783
1930	8,755	8,755	19,578	9,410

Construction of School
Houses

	<u>Log</u>	<u>Frame</u>	<u>Brick</u>	<u>Stone</u>
1867	241	339	15	108
1870	352	864	46	239
1880	433	3,925	154	730

CHAPTER III

THE EXPANSION OF EDUCATIONAL FACILITIES

1890 - 1930

POPULATION ACCRETIONS. The year 1890 marks the close of the great immigration movement into the state of Kansas. After three decades of immigration the total population of Kansas now numbered 1,428,108,¹ of which 80.9%, or 1,155,907 were classified as rural. The total rural population of Kansas has remained relatively constant from this date. The succeeding population increase to 1,880,909 in 1930 has been mainly cityward.² In 1890 there were no cities in Kansas with a population greater than 100,000. At that time there were only 331 incorporated cities or towns of which 231 had a population of less than 1000.³ By 1930 there were 580 incorporated cities or towns in the State of Kansas and two of these had a population of more than 100,000.⁴

Although the population increase in Kansas during the period of 1890 to 1930 reached a total of 452,801, the percentage of population of school age enrolled in

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1. Eleventh Census of U.S., 1890.
2. Fifteenth Census of U.S., 1930.
3. Eleventh Census of U.S., 1890.
4. Fifteenth Census of U.S., 1930.

the schools in 1930 remained practically the same as that of 1890.¹ This indicates that the expansion of school facilities during the period of immigration 1860 to 1890 had kept pace with the increase of population and that a sufficient number of schools had been established to serve the demand for education. The last forty years of Kansas history has been marked by great activity within the schools themselves. Just as the period from 1860 to 1890 was significant in the increasing number of school districts organized and the establishment of school facilities, so the period from 1890 to 1930 has been especially marked by an intensive development within the school system.

INCREASE IN THE COST OF EDUCATION. The total amount paid out for all public school purposes has increased from \$4,972,966.00 in 1890 to \$42,378,594.86 in 1930. The cost per pupil on the total population has increased from \$3.49 in 1890 to \$22.89 in 1930.² This staggering increase in the cost of education can not be accounted for by an increased number of school districts organized, because from 1890 to 1930 there has been a relatively constant decrease in the number of organized school districts.³ The relative constancy of the school

1. Compiled from the Biennial Reports of the State Superintendent of Public Instruction.

2. Ibid.

3. Ibid.

population itself, the increase in valuation per capita from \$1,261.00 in 1890 to \$1958.00 in 1930, and the rise of population centers has afforded an opportunity for intensive development within the districts themselves.¹ It has been shown in the previous section that even the rapid increase of educational facilities which was demanded by the enormous population increase did not detract from the attempt toward uniformity of organization and equality of educational advantages, but it remained for the period of 1890 to 1930 to bring to fruition the movements which originated during the early period.

There has been during this later period a decided tendency toward enlarging the unit of administration, and the expansion of curriculum offerings, which expansion has necessitated the employment of increased numbers of teachers. In 1890 11,612 teachers were employed in 9,022 districts maintaining schools.² In 1930, 19,578 teachers were employed in 8,755 districts maintaining schools.³

This has also been a period of constructing buildings, and of adding equipment. From a valuation of \$10,617,149.00 in 1890 the value of school property has reached the sum of \$99,279,463.12, in 1930.⁴

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1. Compiled from U.S. Census Reports, and Kansas Tax Commission Reports.
 2. Biennial Report of the State Superintendent of Public Instruction.
 3. Ibid.
 4. Compiled from Biennial Reports State Supt. of Publ. Instruction.

This period marks the emergence of the high school as a distinct unit of school organization. Although its origin is found in the educational activities of Territorial times, the development of a statewide Secondary system was dependent upon stability of population and an increase in wealth, which did not occur until the period of 1890 - 1930.

The history of the High School in Kansas is a history of the popular trend toward the ever increasing upward expansion of public education. At the same time that this expansion was taking place the Elementary curriculum was being broadened.

The demand for uniformity in organization and quality of instruction resulted in the establishment of a State Department of Education, which took over the supervision and classification of the entire State System of schools.

The development of these three phases of education reflects the entire history of education in Kansas which has its culmination in the era of 1890 - 1930.

THE DEVELOPMENT OF HIGH SCHOOLS. From 1855 to 1858 the schools of Kansas were governed under codes enacted by the territorial legislature in 1855, which codes were based principally upon the school laws of

Missouri, enacted in 1845. In 1858 the legislature enacted new statutes which remained the school laws of the state until its admission into the Union in 1861. In 1861 the new state legislature established a new system of school laws, which remained in force until 1876, when an entirely new code was enacted.¹ High Schools were established by a statute of the legislature of 1861, which reads as follows: "In every school district there shall be taught (the elementary school subjects) and such other branches as may be determined by the district board."² The school code of 1876 changed this requirement only so far as to make arithmetic mandatory. The legislature of 1877 required all instruction to be given in the English language.³

The law of 1861,⁴ gave to the districts the authority to establish graded schools, and in 1863⁵ cities were authorized to establish high schools whenever in their opinion the public interest might demand the same. Subsequent legislation has confirmed the powers here given and implied in these statutes. The powers of the boards of education in cities of the first class were still further defined by the legislature of 1879,⁶ and

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1. Laws of 1876, Chapter 122.
 2. Laws of 1861, Chapter 76, Art. IV, Section 7.
 3. Laws of 1877, Chapter 170.
 4. Laws of 1861, Chapter 76, Art. VII, Section 9.
 5. Laws of 1863, Chapter 67.
 6. Laws of 1879, Chapter 81.

in cities of the second class by the legislature of 1889.¹ These statutes merely gave more ample power in the maintenance and establishment of high schools. Since 1890 the legislature has repeatedly defined the powers of the board of education, but always in the extension and amplification of these powers.

No distinction was made in high schools as to color, except in the high schools of Kansas City, Kansas. Separate elementary schools for colored children could be provided in first class cities.² No tuition charge was made in the high schools as they were declared to be a part of the common schools, which were free.³

During the first decade of state history, practically all in Kansas receiving secondary education, received it in the many private schools which were established between 1855 and 1870. It has not been possible to ascertain the definite number of such schools, as there was no way of obtaining reports from them, and undoubtedly there were a great many more than reported.

The first high school in the state was founded in Leavenworth in 1864, and reorganized in 1866. Lawrence

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1. Laws of 1889, Chapter 324.
2. Reynolds vs. Board of Education, 66 K 672.
3. Board of Education vs. Dick, 70 K 434.

established a high school in 1870, Wichita in 1878, Atchison in 1880, Topeka in 1870, Wellington in 1880, Winfield in 1876, and Junction City in 1872.¹ It is difficult to state definitely when a high school was established, as often "grammar schools" and "high schools" were reported, when identically the same grades were established in both. The dates assigned to the above cities depend upon the particular definition of the term "High School".

The University of Kansas was organized in 1864, and issued its first catalog in 1866. The course preparatory to the freshman course contained only two years, and consisted of Latin, arithmetic, algebra, English grammar, geography, and history. The catalogue reports 26 women and 29 men in attendance the first year, with no distinction as to academic standing. The second catalog of 1868 contains one name in the junior class, one in the freshman class, and 103 in the preparatory class. The preparatory class was lengthened to three years in 1868. The third catalog gives 6 collegiate students and 116 preparatory students, and the fourth catalog of 1870 lists 17 collegiate students and 135 preparatory students.

1. County records in Columbian History of Education in Kansas, Pages 93 - 231.

The first official report of high schools is found in the eleventh annual report of the state superintendent of public instruction for 1871, page 155. The following high schools report attendance as follows: Atchison, 59, Leavenworth, 50, Olathe, 58. Topeka and Ottawa do not report any high school attendance, but Topeka did have a private secondary school called "The Topeka High School".¹ Topeka reports a total attendance of 1512 and 100 in the grammar department, (the high school department), and Ottawa a total attendance of 603 with 93 in the grammar department.

The course of study in the Leavenworth high school deserves special mention. The high school was organized in 1864, and offered a two-year course as follows:

Higher Arith.	$\frac{1}{2}$ year	Physiology	$\frac{1}{2}$ year
Algebra	1 & $\frac{1}{2}$ year	Phys.Geog.	1 "
Physics	1 year	Chemistry	$\frac{1}{2}$ "
Elocution	1 "	Com. Law.	1 "-
Bookkeeping	1 "	Latin	2 "
Geometry	1 "	Greek	1 "

The list of textbooks reported is as follows:

Fulton & Eastman's Bookkeeping	Claggetts' Education
Ray's Algebra	Comercial Law Lectures
Parkers' Natural Philosophy	Andrew's & Stoddard's
Silliman's School Chemistry	Latin Grammar
Gray's Botany	Sophocles Greek Grammar
Olmstead's Astronomy	Anthon's Greek Reader
Colton & Fitches' Physical	Hooker's Physiology
Geography	Davies Geometry

1. First Annual Report State Supt. of Public Instruction.

This list of textbooks is taken from the First Manual, Board of Education, Leavenworth City Schools. This manual is undated, but was probably issued in 1865.

During the first two decades of the State's history Leavenworth was the largest and most important city in the state. Because of this the course of study as developed in the Leavenworth schools greatly influence the schools throughout the state. The following course of study was reported in 1870, by the superintendent of schools in Leavenworth:

Latin	3 years	Ancient History	1 & $\frac{1}{2}$ years
Greek	3 "	Mental & Moral	
Rhetoric	1 "	Philosophy	1 year
Math.	3 "	Astronomy	$\frac{1}{2}$ "
Logic	$\frac{1}{2}$ "	Civics	$\frac{1}{2}$ "

This was a three years course, as the elementary schools contained nine years work. It may be noted that Latin in the high school began with Caesar, the first year of Latin being given in the grade just preceding high school. A parallel course was offered in which Science or German could be taken as a substitute for the three years of Greek. The first graduates from this course appeared in 1870, and for the next ten years a greater number of graduates appeared each year.

In the state as a whole no set standards were made as to requirements for graduation from high school. The first serious efforts to standardize the courses of study

and requirements for graduation from high schools in the state was made by the board of regents of the State University.¹ The following courses were suggested for adoption by the high schools:

<u>Classical</u>		<u>Scientific</u>		<u>General</u>	
Latin	4	Mathematics	4	Mathematics	4
Mathematics	3	German	2	English	2 & $\frac{1}{2}$
Greek	4	French	1	History	2 & $\frac{1}{2}$
Phys. Geogr.	$\frac{1}{2}$	History	2	Science	4
History	$\frac{1}{2}$	Science	4	Metaphysics	$\frac{1}{2}$
Science	1				
Totals	<u>12</u>		<u>13</u>		<u>13 & $\frac{1}{2}$</u>

This was a four year course and too long and technical to be adapted to the needs of the times. It had no discoverable influence on the work of the high schools of the state.

After the indifference shown the first effort, the regents renewed the invitation for the cooperation with the high schools.² The course of study recommended for the high schools of the state was constructed by the faculty of the university and embodies what had been essentially the admission requirements and had been taught in the sub-freshman department of the university since 1866. The course was published in the catalog of 1877, which was sent to the High Schools, and was accompanied by the following

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1. Thirteenth Annual Report of the State Superintendent of Public Instruction for Kansas.
 2. Eleventh Annual Catalog, University of Kansas.

letter issued in May, 1876:

"To the Board of Education:

At a recent meeting of the board of regents of the State University, a committee was appointed to confer with you in regard to the advisability of securing a uniform course of study for the high schools of the state. The direct object is two-fold, namely, first, the establishment at centers of population of a system of public high schools so that the youth of the vicinity may secure near their homes the advantages of such schools at the least cost. Second, the furnishing in these schools of a connecting link in the general public instruction for the state....

'The course suggested would greatly diminish the demand for preparatory schools in the higher institutions of the state and leave them, at a comparatively small cost to the state, to do the work for which they were originally designed. A convention of many of the best teachers and school officers of this state in 1872 recommended such uniform course of study for high schools, this emphatically expressing their approval of such an arrangement..... It will be recognized that the course extends only over three years. A few schools may be able to add studies profitably for another year, while others may find it necessary to extend the time and divide the work on account of short years in their high schools. The regents make the follow-

ing proposition, namely, any high school adopting the proposed course of study will be recognized by publishing the principal's name and location of the school in the university catalog, and applicants for admission to the freshman class from such schools will be received on the following conditions:

'(1) A final written examination in their respective schools on the general course of study, the questions for such examination having been prepared by the principal, and approved by the faculty of the university.

'(2) A certificate officially signed by the principal and the board of education stating that the bearer has completed the prescribed course of study and passed in an accreditable manner the requisite examination."

The course as published required the following:

Mathematics	3 & $\frac{1}{2}$ years
English	2 & $\frac{1}{2}$ "
Latin	3 years
History of the U.S.	1 "
Drawing	1 "
Physical Geography	
& Map Drawing	1 "
General History	1 "
Greek	1 "

The above seems to be the time allotment but the course as published is stated quantitatively rather than in time units. However, it could be easily accomplished in three years of nine months each. The invitation is

signed by A. Beatty, J.T. Engels, and J. Marvin, Committee for the Board of Regents, authorized April 10, 1876.

Official responses were received from Atchison,¹ Emporia, Lawrence, and Winchester during the year. In the catalog of 1878, Leavenworth and the Junction City Normal School, and later the Junction City High School, were added to the list. Each year the catalog contained added names to the list of accredited schools. In 1882 the University published four distinct courses for the high schools of the state, Classical, General Scientific, Latin Scientific, and Modern Literature. These courses were as follows:

<u>Classical</u>			<u>General Scientific</u>		
English	2	years	English	2	years
Latin	3	"	Science	2	"
Greek	2	"	French	2	"
Mathematics	3	"	German	1	"
Drawing & Elocution	1		Mathematics	2	"
			Civics	1	"
<hr/> 11			<hr/> 10		
<u>Latin Scientific</u>			<u>Modern Literature</u>		
English	2	years	English	1	year
Mathematics	3	"	Mathematics	2	"
Science	2	"	Science	1	"
Latin	3	"	Latin	3	"
Civics	1	"	History	1	"
			French	2	"
<hr/> 11			German	1	"
			<hr/> 11		

These courses were widely adopted in the state

though modified to some extent to suit local needs and wishes.¹

In the University Catalog of 1882 it was announced that the first year of the preparatory work was discontinued, and in 1884 the second year was abandoned. After 1890 it became common for high schools to establish four year courses. In the University catalog the following constants for all courses were required:

English	3 years	Geometry	1 year
Geography	1 "	Physics	1 "
General History	1 "	Drawing	1 "
Civics	1 "		

From three to five units in a foreign language were required, depending upon the course to which the student was admitted. In 1901 the University published an entirely new set of entrance conditions, which were to be fully operative in 1905.² In 1888 the university catalog listed 47 high schools in accredited relations, in 1889, 35, in 1890, 58, in 1891, 61, in 1892, 95, in 1897, 113, in 1901, 143.

The foregoing shows the influence of the university on the high school curriculum until 1901. The university had no power to impose the course, but held entering students strictly to the requirements, and all high schools tried as far as they were able to meet these

1. Seventeenth Annual Catalog, Univ. of Kansas, P.67, 1882-83.

2. Twenty-sixth Catalog, Univ. of Kansas, P.51, 1901-2.

requirements in order to prepare its students for admission without examination. Also, the superintendents and principals of the high schools naturally desired to have their schools accredited institutions.

However, in addition to the course offered to meet the university requirements, most high schools carried another course, called the English course, or Scientific course, or otherwise named. These courses were not standardized, but depended greatly upon the preferences or prejudices of those in charge of the high school. By 1897 the situation became very much confused, and a general desire was manifest for a common standard, other than the university requirement, for the high schools of the state. The city superintendents' and high school principals' sections of the State Teachers' Association appointed committees to meet with the State Superintendent, and a committee from the faculty of the State University, to prepare uniform programs of study to be recommended for adoption to the high schools of the state.¹

This committee met on February 5, 1898, and again on May 9th, in Lawrence. As a result, in the fall of 1898, a course of study was offered to the high schools of the state, which course was planned to meet the entrance requirements of higher institutions of learning

1. Biennial Report of the State Superintendent for 1897-98.

in the state, and also to meet more fully the practical needs of the great mass of students upon leaving high school. The entrance requirements of the university were published with the course. Although not widely adopted in its original form, this course became the basis upon which many of the high schools of the state founded their courses of study.

At this time, however, the whole question of secondary education was being approached from a changing point of view. The function, purpose and administration of high schools was being considered, and industrial and vocational training was coming into importance. Movements outside the state exerted a great influence on the high schools. The first was the report of the Committee of Ten of the National Educational Association appointed at the Saratoga meeting in 1892. Their report, issued in 1894, made the whole field of secondary education a matter of national discussion. Its influence¹ was keenly felt in Kansas.

Another great influence was the work of the Carnegie Foundation for the Advancement of Teaching. In its first report the Foundation undertook an examination of entrance requirements of all colleges of the United States. The result showed great variation, and the necessity for² beginning the standardization of secondary schools.

1. Report of Committee of Ten, Bur. of Education, Whole No. 205, 1893.

2. First Annual Report. Carnegie Foundation for Advancement of Teaching.

In the fourth annual report of the Foundation, a discussion is made of the unit of measurement for high school work. The unit proposed by the Foundation is defined as follows: "A unit represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work." This statement makes four units the normal load in a standard secondary school. Such a unit being once adopted, the process of calculating college entrance requirements is natural and easy. The College Entrance Examination Board in April, 1909, voted to adopt the unit of valuation offered by the Foundation. The Association of Colleges and Preparatory Schools of the Southern States voted in 1908 to adopt the same unit.¹ This same unit was in use in the Kansas schools as early as 1901, and after 1903 was in general use in the Kansas high schools.

The reports of the Committee of Ten and the Carnegie Foundation had a large, but indirect, influence on the Kansas high schools. However, the greatest influence in unifying Kansas procedure was made by the manuals for high schools issued by the University. In 1903 the University of Kansas appointed a High School Visitor whose

1. Fourth Annual Report of the Carnegie Foundation,
Pages 132 - 133.

duty it was to co-ordinate the work of the High Schools with that of the entrance requirements to the University. The manuals prepared by the High School Visitor contained the entrance requirements of the university, and suggested courses of study, and were in reality only amplifications of the directions and syllabi contained in the university catalogs of the previous twelve years. The manuals were issued as follows:

No. 1	1903	No. 6	1909
2	1904	7	1910
3	1905	8	Aug. 1910
4.	1907	9	Dec. 1910
5	1908		

From 1877 to 1910 the university was the one general source of oversight and direction for the high schools of the state, although none of the high schools compelled its students to take the courses as prescribed by the University. Nevertheless from 1900 to 1915 there arose in the state a general feeling that the high schools were restricted in their work by the institutions of higher learning. The laws of 1915 provided the means for co-ordinating the work of the higher institutions of learning and the high schools by centralizing the authority to determine official standards for all high schools. The law provides that the State Board of Education (discussed later) shall have exclusive and sole authority to define official standards of excellence in all matters relating to the course

of study and instruction in rural schools, graded schools and high schools, and to accredit those schools in which the specified standards are maintained.¹ Section 10 of the same law provides "that the State Superintendent of Public Instruction may with the advice and consent of the State Board of Education appoint assistants not exceeding four who shall serve as supervisors of the public schools² of the state, including rural, graded and high schools". The first two high school supervisors were appointed under the provisions of this law July 1, 1915.³

The State Board of Education, in determining standards by which the high schools of the state should be ranked decided at that time upon three classifications, A, B, and C. In 1917-1918 the fourth class, D, was added to this list.⁴ High schools were placed upon the approved or accredited list, dependent upon the number of years of high school study provided and upon the teaching equipment and qualifications of teachers.

The powers thus given to the State Board of Education for standardizing the schools of the state has proved to be an important factor in the uniform expansion of high school facilities throughout the state. All classes

1. Laws of 1915, Chapter 15, Section 8.
2. Laws of 1915, Chapter 5, Section 10.
3. Twenty-sixth Biennial Report of the State Superintendent of Public Instruction, Page 22.
4. Ibid.

of high schools were required to meet a minimum standard in order to receive recognition by this accrediting agency. Buildings were constructed, equipment improved and the curriculum enriched in order that the schools might remain upon the list of approved or accredited schools. The list of requirements set forth by the State Department of Education in 1917, (revised 1919, 1924, and 1931), for accrediting and approving high schools may be found in a pamphlet published by the State of Kansas Department of Education, entitled "Required Standards for the Accrediting, Approving, and Recognizing of High Schools".

The uniformity of practice and the extension of equality of offerings induced by the administrative control of the State Board of Education has served to change the complexion of the enrolment figures during the past three decades. Table XI presents the increase in High School enrolment from 1900 to 1930. Table XII shows the increase in the per cent of High School enrolment to the total enrolment for the same period. The upward extension of public education with its expanded facilities has resulted in a remarkable growth of interest in public secondary education during this period.

THE DEVELOPMENT OF A UNIFORM ELEMENTARY CURRICULUM. The subjects taught in the elementary schools of Kansas are prescribed by state legislation. In 1855 the legislature provided for the examination of teachers in "spelling, reading, writing, English grammar, geography, history, arithmetic, and all branches usually taught in public schools," this providing for these subjects, or some of them, to be taught in the schools.¹ In 1861 the new state code provided that in every district "there shall be taught orthography, reading, writing, English grammar, geography, and arithmetic, if desired, or such other branches as the district board may determine."² In 1867 the legislature enacted that in each and every school district in the state "shall be taught orthography, reading, writing, English grammar, and arithmetic, and upon the petition of any number of free holders representing fifty pupils who attend school in any district, the German language shall be taught and such other branches as may be determined by the district board."³

In 1876 the legislature repealed all school laws and enacted an entirely new code. This code provided that "in each and every school district there shall be taught orthography, reading, writing, English grammar, geography,

1. Laws of 1855, Chapter 144, Section 5.

2. Laws of 1861, Chapter 75, Article III, Section 7.

3. General Statutes of 1868, Chapter 92, Art. IV, Sec. 48.

arithmetic, and such other subjects as may be determined by the district board."¹ This was later amended to provide that all instruction be given in the English language.² In 1885 it was enacted that "no certificate shall be granted to any person to teach in any of the public schools of the state after the first day of January, 1886, who has not passed a satisfactory examination in the essentials of physiology and hygiene with especial reference to the effects of alcoholic stimulant and narcotics as prescribed by the proper officer and boards of education for the instruction of pupils in each public school supported by public money and under state control."³ In 1903 the history of the United States, and the history of Kansas were added to the list of required subjects.⁴

A committee of the Kansas State Teachers' Association reported in 1898 with a course of study for the common schools, more especially the rural schools. The course included eight years, with a detailed syllabus for each year.⁵ The course of 1899 was unchanged, that of 1900 somewhat enlarged over the edict of 1898, and with

1. Laws of 1876, Chapter 122, Art. IV, Section 1.
2. Laws of 1877, Chapter 170.
3. Laws of 1885, Chapter 169.
4. Laws of 1903, Chapter 435.
5. Course of study for 1898, for Common Schools and Normal Institutes.

the appearance of the latter the practice of common school graduation was adopted.

In 1904 the Illinois Course of Study was introduced into Kansas. The work of eight years in the elementary schools was outlined in great detail, and large emphasis was given to the community interests of rural life. This was never widely used, however, for the following year the legislature authorized the State Board to prepare a course of study for the public schools of the state.² This was the first legal provision for an official course of study in the history of our schools. Under this act the state board adopted the course prepared by the committee of the State Teachers' Association, which was already in use.

In 1906 the State Board of Education issued a course of study for cities of the third class and for graded schools having a nine-months term. These courses were re-issued each year up to 1912, with such modification as deemed necessary. By 1913 it seemed to be the common conviction that the problems of the graded school and the rural school were distinct. This was shown in the legislature of 1913, which provided for a new program of study³ for the common schools. This measure provided: "First,

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1. Course of Study for 1900, for Common Schools and Normal Institutes, Preface.
 2. Laws of 1905, Chapter 387.
 3. Laws of 1913, Chapter 272.

that the state board of education shall prepare a course of study for the common schools of the state below the high schools which shall be so arranged that no pupil of the common schools shall be required to study, prepare, or recite recitations in more than six of the major subjects comprising the curricula of the common schools during any school term, which shall consist of one-half school year. The said course shall be based entirely upon the texts adopted by the state school book commission and shall require the use of said state adopted texts in those grades corresponding to the grade of the adopted text.

'Second, that for the purpose of this act certain subjects shall be designated as major subjects as hereinafter stated, and the pupils of each grade shall prepare, study, and recite in all of the major subjects designated for that grade and such other subjects as shall be required for each and every grade as provided by the course of study which shall be prepared in pursuance of this act. Arithmetic shall be made a major subject for six years. Reading, spelling, and writing for six years, grammar for three years, agriculture for one year, elementary physiology and hygiene for one year, United States History for one year, and civics for one term.

'Third, that the governor shall appoint, upon the recommendation of the state superintendent of public

instruction, assistants to the state board of education for the purpose of helping in the preparation of the course of study as provided by this act, as follows:

Two county superintendents of public instruction and two other persons thoroughly acquainted with the work and the needs of the rural schools.

'Fourth, that the completed course shall be ready by the first day of June, 1913.

'Fifth, that the provisions of this act shall apply to cities of the first and second and third class. ¹

Official sanction to the conferring of diplomas upon graduation from elementary schools was given in 1915, ² in an act which provided as follows:

"Any person completing the course of study prescribed by the state board of education for rural schools or for graded schools of two or more teachers shall be granted a common school diploma which shall admit such person to entrance to any high school in the state.

'Second, an average of 80 percent, with no grade below 60 per cent shall be required for graduation in the following subjects: reading, writing, spelling, grammar, arithmetic, United States history, Kansas history, geography, civil government, agriculture, physiology, and

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1. Laws of 1915, Chapter 296, Section 6.
2. Laws of 1915, Section 271.

classics, provided that grades of 80 percent, or more, may be carried as credits to apply as grades for graduation for a period of two years. And provided that pupils who have satisfactorily completed the seventh grade in the graded schools and the seventh and eighth grades in the rural schools may take the examination in subjects that are finished in their respective courses.

'Third, public examinations shall be conducted by the board of examiners at the county seat, or at places named by the county superintendent, on the first and second Saturdays of April in each year. The county board of examiners shall grade the papers and issue diplomas to successful applicants and they shall receive pay from the general funds of the county as provided by law for examining teachers. Provided further that the county shall pay any other legitimate expenses incurred in conducting examinations, issuing diplomas, and holding commencement exercises.

'Fourth, the questions for the examination provided for in this act shall be prepared by the state board of education and shall be mailed by the state superintendent to the county superintendents at least ten days before they are to be used.

'Fifth, examinations provided for in this act shall be uniform as to date and subject matter throughout

the state."

This act was modified two years later to the extent that two persons were required to conduct each public examination, of whom at least one must not be a teacher of any pupil or pupils writing on the examination.¹ Since 1915 examinations have been held in all counties of the state. In districts that do not support a high school, the diploma is the only legal passport of a student to a high school without passing an entrance examination. If the district does support a high school, the student passes into the high school in natural order, or the system may formally graduate him from the elementary school.

By the act of 1915 the state board was given sole power of defining standards of excellence in all matters pertaining to the administration, courses of study, and instruction in rural schools, graded schools, and high schools, and to accredit those schools in which specific standards are maintained. It is also authorized to grant accredited schools an appropriate certificate or other evidence of approval.²

TEXTBOOKS. In 1876 the legislature gave to the board of education the authority to prescribe "uniform

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1. Laws of 1915, Chapter 300.

2. Laws of 1915, Chapter 296, Section 8.

series of textbooks to be used in each separate branch in each school, but no member of the board shall act as an agent of any author, publisher, or book seller".¹ In 1879 this act was amended as follows: "The district board, each board of education, and each and every school district board shall require a uniform series of text books to be used in each separate branch of study in each school, but each board shall determine for itself, within six months from the passage of this act, the particular series of text books which shall be used and when such selection of text books shall hereafter be adopted and introduced in pursuance of the provisions of this act by said boards, no change shall be made for a period of five years from the date of such introduction.....unless four-fifths of the legal voters of any district shall petition² for a change in the series of textbooks adopted."

As a consequence of these acts, there was no uniformity as between districts in the state, each adopting its own books. In 1885 laws were passed by which school districts at their annual meeting, could indicate by majority vote of those present their desire for county uniformity.³ However, this act was never widely adopted.

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1. Laws of 1876, Chapter 122, Art. IV, Section 28.
 2. Laws of 1879, Chapter 157.
 3. Laws of 1885, Chapter 171.

Its details were too cumbersome for practical operation. Difficulties arose, textbooks became a heavy financial burden, and for this reason were not always uniform even in the same school. In 1897 legislation was enacted providing for a school textbook commission of eight members, nonpartisan, and appointed by the governor.¹ This commission was authorized to adopt a uniform series of textbooks for use in the Kansas schools. Two years later the act was extended to include all high schools. From this date forward both elementary and high schools in the state were under state uniformity.

Although not entirely satisfactory, this act remained unchanged until 1913, when the legislature provided for state publication.² By this act a school book commission was provided to succeed the school textbook commission. It was composed of the state superintendent, the president of the State Normal School, the president of the State Agricultural College, the state printer, the president of the state Board of Agriculture, and two others appointed by the governor. This commission had power to "adopt, write, select, compile, or cause to be written or compiled, or to purchase copyrights for a complete series of school textbooks for use in the public

1. Laws of 1897, Chapter 179.
2. Laws of 1913, Chapter 288.

schools of the state of Kansas, or may contract for the right to publish any or all such books on an arrangement of an agreed royalty therefor."

Only those books adopted or published by the Commission could be used by the public schools of the state. These books were to be sold at minimum price, based on cost of production and distribution, to the patrons of the schools. In 1915 provision was made for the publication of high school textbooks on the same basis.¹

In 1919 the composition of the commission was changed as follows: State Superintendent of public instruction, president of the State Normal School, president of the State Agricultural College, state printer, a person elected by the members of the State Board of Agriculture from their own membership for a term of two years, and two others appointed by the governor for a term of two years.² The powers and duties remained substantially unchanged.

The State School Book Commission has the power to approve supplementary books, charts, maps and globes for use in the schools of the state. Such supplemental books shall not be used as textbooks in lieu of the

1. Laws of 1915, Chapter 297.
2. Laws of 1919, Chapter 269.

regularly adopted texts. The purchase of the above named books and supplies is not lawful unless approved by the commission.¹ The commission has been very liberal in approving supplementary books, to be freely used in all subjects of the curriculum. Boards of education usually buy these in liberal quantities, and in most respects Kansas schools have an abundance of the best supplementary books.

STATE BOARD OF EDUCATION. The State Board of Education has proven to be one of the most important boards in the history of the Kansas school system. The Board was created in 1873.² Its only definite duty at that time was the granting of state certificates. Its members consisted of the State Superintendent of Public Instruction, the Chancellor of the University, the President of the Agricultural College, and the Principals of the State Normal Schools at Emporia, and Leavenworth. This board granted state certificates valid in all public schools in the state to such teachers as "may be found upon critical examination to possess the requisite scholarship", culture, moral character, and professional ability. In 1893 three appointed members were added to the State Board of Education.³ This law also gave the board the

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1. Laws of 1901, Chapt.308, and 1915, Chapt.297, Sec.6.
2. Laws of 1873, Chapt.133.
3. Laws of 1893, Chapt.132, Section 1.

power to accredit institutions of higher learning whose grades were accepted in lieu of examinations for state certificates. It also had the power to prescribe a course of study for state normal institutes. The State Board of Education was able to influence the work of the city schools by an act of 1903, which required it to set a standard for teachers in industrial training departments.¹

Its powers over the schools of the state were extended in 1905, when it was required to prescribe a course of study for the normal institutes and for public schools of the state, and to revise these courses of study when the interests of the schools required.² Its influence over the city schools was extended still further in 1907, by a law empowering it to name the subjects, prepare the questions and establish the standards for kindergarten diplomas.³

Under the authority of the law of 1905, which required it to prescribe the course of study for the public schools of the state, the State Board of Education published its first high school manual, and course of study. It attempted to meet as far as possible the different needs of all the young people in the high

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1. Laws of 1903, Chapter 20, Section 3.
 2. Laws of 1905, Chapter 387.
 3. Laws of 1907, Chapter 325, Section 1.

¹ schools. The supervisory influence of the Board was being extended to all the elementary and secondary schools in the state by slowly increasing degrees in every legal enactment affecting its powers. The sections on the high schools and the elementary curriculum reveal the movement towards the centralization of educational affairs of the state into the hands of the State Board of Education.

The haphazard manner in which the educational system of the state has developed has required extensive legislative control. The substitution of administrative control in the hands of a State Board of Education for the legislative control of the state legislature indicates a remarkable advance in the movement toward a State System of schools.

1. High School Course of Study, 1908, Preface.

TABLE NO. VIII

TABLE SHOWING INCREASE IN NUMBER OF
INCORPORATED TOWNS AND VILLAGES OF
VARIOUS CLASSES IN KANSAS 1890-1930.

(15th. Census for U.S., 1930)

	<u>1890</u>	<u>1900</u>	<u>1910</u>	<u>1920</u>	<u>1930</u>
100,000 or more				1	2
25,000 to 100,000	2	2	3	2	2
10,000 to 25,000	4	7	9	14	16
5,000 to 10,000	10	10	13	10	12
2,500 to 5,000	19	21	28	35	30
1,000 to 2,500	65	70	79	82	85
Under 1,000	231	244	340	381	433
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Totals	331	354	472	525	580

TABLE NO. IX

TABLE SHOWING VARIATION IN POPULATION
OF SCHOOL AGE, ENROLMENT AND ATTENDANCE
IN KANSAS 1861 - 1930(Compiled from Annual and Biennial
Reports of State Superintendents
of Public Instruction.)

	Population of School Age <u>5-21 yrs.</u>	<u>Enrolment</u>	PerCent of Pop. of School age Enr. <u>age Enr.</u>	PerCent of Enrol- ment in <u>Attendance</u>	Popula- tion of School Age Percent of <u>Total Pop.</u>
1861	4,901	2,210			
1870	119,244	63,218	53	62.33	32.7
1880	340,647	231,434	67.9	59.48	35.6
1890	509,614	391,420	76.8	60.8	35.8
1900	508,854	389,582	76.6	67.2	35.2
1910	516,061	398,746	77.3	73.1	30.4
1920	522,457	406,880	77.8	76.07	29.35
1930	555,080	432,749	77.96	84.66	29.98

TABLE NO. X

TABLE SHOWING INCREASE IN AMOUNT
PAID OUT FOR ALL SCHOOL PURPOSES,
COST PER PUPIL ON TOTAL POPULATION
AND VALUE OF SCHOOL PROPERTY IN
KANSAS BY DECADES 1860-1930.

(Compiled from Annual and Biennial
Reports of State Superintendent
of Public Instruction).

	<u>Amount Paid Out for all School Purposes</u>	<u>Cost per Pupil on Population</u>	<u>Value of School Property</u>
	1		2
1860	54,095		10,432.5
1870	673,041	1.85	1,520,041.40
1880	1,818,336	1.90	4,633,044
1890	4,972,966	3.49	10,617,149
1900	4,622,363	3.20	10,417,392
1910	9,800,070	5.78	29,891,590
1920	22,512,308.91	12.65	46,225,422
1930	42,378,594.86	22.89	99,279,463.12

1. Figures for 1863 the earliest available.

2. Figures for 1862 the earliest available.

TABLE NO. XI

ENROLMENT IN PUBLIC HIGH SCHOOLS AND
PRIVATE HIGH SCHOOLS AND ACADEMIES
IN KANSAS BY DECADES.

1900 - 1930.¹

	<u>Public High Schools</u>	<u>Private High Schools</u>	<u>Total</u>
1900	14,913	918	15,831
1910	26,278	543	26,821
1920	61,477	2,582	64,059
1930	2	2	113,222

1. Compiled from "Statistical Abstracts of the United States", prepared by the Bureau of Statistics under the direction of the Secretary of Treasury.

2. Figures not given.

TABLE XII

PER CENT TOTAL HIGH SCHOOL ENROLMENT ¹
 WAS TO TOTAL SCHOOL ENROLMENT² IN KANSAS
 BY DECADES 1900 - 1930.

	Per Cent
1900	4.07
1910	6.73
1920	15.74
1930	26.16

1. High School Enrolment taken from
 "Statistical Abstracts of the
 United States".
2. Total School Enrolment taken from
 Biennial Reports of State Superin-
 tendent of Public Instruction.

SUMMARY

Public education in Kansas has undergone three periods of development, each of which was characterized by a distinct contribution to the evolution of the present "State System of Schools".

The first era was the Territorial period. From the date that Kansas was opened to settlement, May 30, 1854, to the year of its admittance into the Union, January 29, 1861, the State was being settled by determined and self-sufficing types of home-builders. As early as 1854, measures were taken for the establishment of those forms of institutional life which they considered necessary to a permanent society. The educational attitudes of the Territorial population were reflected in the Press statements and contemporaneous literature of the Territory as well as in the legal provisions for education enacted by the various lawmaking bodies. Although the legal provisions for the establishment of educational facilities were extensive and complete, they became ineffective because of a general indifference toward the authority of the law making bodies. Yet most communities established schools, the character of which was determined by the existing demands of the local inhabitants. Local autonomy in school affairs evolved from the political and social conditions which demanded local sovereignty in

government.

The second period in the development of public education in Kansas has been called the Immigration Period. This period extended to about 1890. The national unrest caused by the Civil War and the adverse conditions brought about by drought and plague in Kansas restricted the immigration movement during the first four years of Statehood. A few years of bountiful crops, the Homestead Law of 1862, and the extension of railroads into the new State again directed the attention of homeseekers to the advantages offered by the State of Kansas. The population increased from 107,206 in 1860 to 1,428,108 in 1890, of which 147,838 came from foreign countries. There were few areas of population concentration. The Census of 1890 enumerates 80.9% of the population as "Rural". The school legislation enacted during the Immigration Period reflected the tradition of local autonomy established during the previous period. An important factor in the spread of the "district system" was the election of the County Superintendent by the vote of the people. No educational qualifications were required for this office and the incumbent was given the authority to organize school districts. School districts were organized, not only to serve local needs, but also to satisfy local pride and gain political advantage to the county super-

intendent. The result was an expansion of educational facilities throughout the State which kept pace with the increase and spread of population. The number of organized school districts increased from 217 in 1861 to 9,022 in 1890.

The third period in the development of public education in Kansas began with the close of the Immigration Era. The increase of wealth within the State was reflected in the expansion of educational offerings by the schools and the enlargement of units of administration. The upward expansion of educational offerings during this period was revealed in the increase in High School enrolment from 14,385 in 1899 to 116,196 in 1928. The most outstanding tendency of this period has been the gradual substitution of administrative control of a state system for the legislative control of former periods. The State Board of Education has become the focal point about which a "State System of Schools" is in the process of formation. The Laws of 1873 created the State Board of Education whose only definite duty was the granting of state certificates for teaching. By gradually increasing degrees, succeeding legislative enactments have added to its powers and duties of administration. Uniformity of practice and organization has resulted within the schools, the amount of legislation required by heterogeneity of school units is decreasing and a State System of Schools is evolving under the administrative control of the State Board of Education.

APPENDIX A

THE TOPEKA CONSTITUTION

Constitution of the State of Kansas,
23rd day of October, A.D. 1855.

ARTICLE VII - EDUCATION

Sec. 1. The principal of all funds arising from the sale or other disposition of lands or other property granted or entrusted to this State, for educational and religious purposes, shall forever be preserved inviolate and undiminished, and the income arising therefrom shall be faithfully applied to the specific objects of the original grants or appropriations.

Sec. 2. The General Assembly shall make such provision, by taxation or otherwise, as, with the income arising from the school trust fund, will secure a thorough and efficient system of common schools throughout the State: but no religious or other sect or sects shall ever have any exclusive right to, or control of, any part of the school funds of this State.

Sec. 3. The General Assembly may take measures for the establishment of a University with such branches as public convenience may hereafter demand, for the promotion of literature, the arts, sciences, medical and agricultural instruction.

Sec. 4. Provision may be made by law for the support of normal schools with suitable libraries, and scientific apparatus.

APPENDIX B

A Constitution for the State of Kansas
adopted by the Convention which met at
LeCompton, on Monday, the 4th of
September, 1857.

ARTICLE XIV - EDUCATION

Sec. 1. A general diffusion of Knowledge being essential to the preservation of the rights and liberties of the people, schools and the means of education shall be forever encouraged in this State.

Sec. 2. The legislature shall take measures to preserve from waste and damage such lands as have been, or hereafter may be, granted by the United States, or lands or funds which may be received from other sources, for the use of schools within this State, and shall apply the funds which may arise from such lands, or from any other source, in strict conformity with the object of the grant.

Sec. 3. The legislature shall, as soon as practicable, establish one Common school (or more) in each township in the State, where the children of the township shall be taught gratis.

Sec. 4. The legislature shall have the power to make appropriations from the State treasury for the support and maintenance of common schools whenever the funds accruing from the lands donated by the United States, or the funds received from other sources, are insufficient for that purpose.

Sec. 5. The legislature shall have power to pass laws for the government of all common schools within this State.

35th Congress }
1st Session } Senate

{ Rep. Com.
{ No. 82.

2-18-58.

APPENDIX C

Constitution of the State of Kansas,
Framed at Leavenworth, Apr.10, 1858.

ARTICLE VII - EDUCATION

Sec. 1. The stability and perpetuity of Free Republican Institutions depend upon the intelligence and virtues of the people; therefore it is declared to be the duty of the State to establish, by law, at the earliest possible period, a uniform system of Free Schools, in which every child in the State shall be entitled to receive a good common school education at the public expense.

Sec. 2. The principal of all school funds, from whatever source, shall be the common property of the State, and may be increased, but shall forever be preserved inviolate and undiminished.

Sec. 3. The income of the school fund shall be devoted exclusively to the support of schools, and, together with any funds raised in any other manner for school purposes, shall be distributed throughout the county or township treasurer, to the several school districts, in some equitable proportion to the number of children and youth resident therein, between the ages of five and twenty-one years.

Sec. 4. The school lands shall never be sold until such sale is authorized by a free and fair vote of the people of Kansas, but, subject to valuation every three years may be based at a per centum established by law.

Sec. 5. No religious sect or sects shall ever have any right to, or control of, any part of the school funds of this State.

Sec. 6. The General Assembly shall make such provision by taxation or otherwise, as, with the income arising from the school funds will secure through the State, the maintenance of a thorough and uniform system of common schools, which shall be kept up and supported in each district at least four months in each year, and shall be open and free to every child in the State between the ages of five and twenty-one years.

Sec. 7. As the means of the State will admit, educational institutions of a higher grade shall be established by law so as to form a complete system of public instruction, embracing the Primary, Normal, Preparatory, Collegiate and University departments.

Sec. 8. At the first election of State officers, and biennially thereafter, the people shall elect a Superintendent of Public Instruction, whose duties and compensation shall be prescribed by law.

Sec. 9. At the first election of State officers, and biennially thereafter there shall be elected by the people a Commissioner of School Funds, who shall have charge of the school lands and the principal of the school fund, whose duties and compensation shall be described by law.

(from Kansas Tribune - Topeka, April 17, 1858)

APPENDIX D

Constitution of the State of Kansas,
Adopted at Wyandott, July 29, 1859.

ARTICLE VI - EDUCATION

Sec. 1. The State Superintendent of Public Instruction shall have the general supervision of the common school funds and educational interest of the State, and perform such other duties as may be prescribed by law. A Superintendent of Public Instruction shall be elected in each county, whose term of office shall be two years, and whose duties and compensation shall be prescribed by law.

Sec. 2. The Legislature shall encourage the promotion of intellectual, moral, scientific and agricultural improvement, by establishing a uniform system of common schools, and schools of a higher grade, embracing normal, preparatory, collegiate, and university departments.

Sec. 3. The proceeds of all lands that have been, or may be, granted by the United States to the State, for the support of schools, and the five hundred thousand acres of land granted to the new States, under an act of Congress distributing the proceeds of public lands among the several States of the Union, approved Sept. 4, A .D. 1841, and all estates of persons dying without heir or will, and such per cent as may be granted by

Congress, on the sale of lands in this State, shall be the common property of the State, and shall be a perpetual school fund, which shall not be diminished, but the interest of which, together with all the rents of the lands, and such other means as the Legislature may provide, by tax or otherwise, shall be inviolably appropriated to the support of common schools.

Sec. 4. The income of the State school funds shall be disbursed annually, by order of the State Superintendent to the several county treasurers, and thence to the treasurers of the several school districts, in equitable proportion to the number of children and youth resident therein, between the ages of five and twenty-one years: Provided, That no school district, in which the common school has not been maintained at least three months in each year, shall be entitled to receive any portion of such funds.

Sec. 5. The school lands shall not be sold unless such sale shall be authorized by a vote of the people at the general election; but, subject to revaluation every twenty-five years, they may be leased for any number of years not exceeding twenty-five, at a rate established by law.

Sec. 6. All money which shall be paid by persons as an equivalent for exemption from military duty; the clear proceeds of estrays, ownership of which shall vest in the taker up; and the proceeds of fines for any breach of the penal laws, shall be exclusively applied in the several counties in which the money is paid or fines collected, to the support of common schools.

Sec. 7. Provision shall be made by law for the establishment, at some eligible and central point, of a State University, for the promotion of literature, and the arts and sciences, including a Normal and an Agricultural department. All funds arising from the sale or rents of lands granted by the United States to the State for the support of a State University, and all other grants, donations or bequests, either by the State or by individuals, for such purpose, shall remain a perpetual fund, to be called the "University Fund"; the interest of which shall be appropriated to the support of the State University.

Sec. 8. No religious sect or sects shall ever control any part of the common school or University funds of the State.

Sec. 9. The State Superintendent of Public Instruction, Secretary of State and Attorney General shall constitute a board of Commissioners for the management and investment of the School Funds. Any two of said Commissioners shall be a quorum.

APPENDIX E

Teacher's Memo of Examination for Certificate
to teach in Quincy High School, Lawrence, Kans.,
1858. From an original letter by C.L. Edwards,
in the archives of the University of Kansas
Library.

"Here, old fellow, we've got to examine you --
all right -- putting his toes to a crack in the floor
adding 2 & 2 are 4 -- very well -- that will do for
Arithmetic. Now bound Kansas -- north by Nebraska --
East by Mo. South Indian Ter. -- and its western
limit is most any where out on the Rock Mountains. Now
recite this stanza (Parody on "Excelsior" using Lecom-
ton) and parse the last word in 2nd line and that will
answer for reading and Grammar -- This was done --
and now spell Coffee without using any of the letters
belonging to the word -- The candidate spelled "Kaughphy"
-- was told he could not pass and the committee ad-
journd -- nevertheless the certification of qualifi-
cations came in a few days duly signed by the committee.

Committee-- T. D. Thacker
Dr. A. Fuller
Dr. S. C. Harrington

Trustees -- Dr. A. Newman
John M. Coe

APPENDIX F

SUMMARY OF KANSAS SCHOOL LAWS

1861-1933

Session Laws of 1861

- Ch. 76 An act for the regulation and support of Common Schools.

- Article I - Duties of State Superintendent.
- II - Duties of County Superintendent.
- III - School Districts.
- IV - District Board.
- V - New Districts.
- VI - District Taxes.
- VII - Graded Schools.
- VIII - The Distribution of the Income of the School Fund.
- IX - Miscellaneous.

- Ch. 77 An act to promote medical Science.

Session Laws of 1862

The Session Laws of 1862 were not published except in the Compiled Laws of Kansas 1862, which contain the code of 1861 and new laws as follows:

- Ch. 46 Provision made for regulation of schools in cities incorporated under this act.
- Ch. 185 An act to organize a State Agricultural Society.
- Ch. 186 An act to authorize the formation of County and Town Agricultural and Horticultural Societies.

Session Laws of 1863

- Ch. 56 An act to amend the law of 1861 regarding: tax levies; date of annual meeting; distribution of State School Fund; tax levy to

satisfy judgments; powers of annual district school meeting; limits tax levy for teachers' salaries and equipment.

- Ch. 57 An act to establish, locate and endow a State Normal School. (Emporia)
- Ch. 58 An act to authorize School Districts 1 and 22 in Lyon County to issue Bonds.

Session Laws of 1864

- Ch. 100 An act amending Laws of 1861 relating to the report of school levies by district clerks and requiring county superintendents to designate the time and place for general examination of teachers.
- Ch. 101 Supplements the Law of 1863 by providing for necessary tuition fees.
- Ch. 102 An act to provide for sale of school lands.
- Ch. 103 An act to provide for collection of money due the school fund and payment of same through County treasurer.

Session Laws of 1865

- Ch. 72 (1) Limits bond issues of districts to \$2000;
(2) Requires clerk to make a list of all persons liable for taxes and all non-resident taxpayers and transmit the same to the county clerk on or before July 1st each year;
(3) changes the date of the annual school meeting to the last Saturday in July;
(4) provides that the county treasurer shall not receive any compensation for receiving and disbursing either county or school funds;
(5) provides that the annual school meeting for union or graded schools shall be held on the last Wednesday in June.
- Ch. 73 An act to appropriate the income from tavern and grocery licenses in Morris county to school purposes.

Session Laws of 1866

- Ch. 9 An act pertaining to the duties of Boards of education and authorizing them to issue bonds for certain school purposes.
- Ch. 10 An act to enable school districts in the State of Kansas to issue bonds.
- Ch. 49 An act directing the proper officers of the State (Commissioners of Permanent School Fund) to give preference to the bonds of the State of Kansas.
- Ch. 110 An act defining the duties of the state superintendent and the county superintendents. Prescribing certain regulations for common schools and the duties of district officers.
- Ch. 111 An act appropriating dram shop licenses money in Humboldt to the schools in the town of Humboldt.
- Ch. 112 An act regulating the sale of school lands and amending an act providing for the sale of school lands being ch. 102, Laws of 1864.

Session Laws of 1867.

- Ch. 123 Amends and supplements the act of 1863 as to the powers of the annual meeting, the only essential change being
- (1) limiting the tax for teachers' wages to ten mills;
 - (2) provides for the separate education of white and colored children in district schools at the discretion of the annual meeting;
 - (3) clerks make returns of tax lists on or before the 15th of August;
 - (4) limits bond issues to \$6,000;
 - (5) provides for teachers' examinations by the county superintendent on the first Saturday in January and every three months thereafter;
 - (6) provides that females may vote at school elections.

- Ch. 124 An act to provide for the teaching of German in the public schools upon petition.
- Ch. 125 An act providing a penalty for refusing to admit children to the public schools.
- Ch. 126 An act providing for the distribution of the income from the state permanent school fund.
- Ch. 127 An act to provide for the sale of school land and amending the same act of 1866.
- Ch. 128 An act to legalize the appraisement and sale of certain school lands in Doniphan County.

Session Laws of 1868

- Ch. 40 An act to legalize the acts of school district #3 in Brown county and school district #3 in Nemaha county in issuing bonds to build a school house.
- Ch. 41 An act transferring all licenses for selling liquor in Richmond township, Nemaha county, to the school fund of said county.
- Ch. 42, 43 Acts to legalize the sale of certain school lands in Bourbon County.

Session Laws of 1869

- Ch. 86 An (1) amendatory to act of 1864 regarding the duties of state superintendent and county superintendent; (2) county commissioners appoint board of examiners for the certification of teachers, the board of examiners prepare the questions; (3) certificates issued for one year; (4) amends the report of county superintendent to the state superintendent; (5) school board may hire and, in conjunction with the county superintendent, may dismiss the teacher; (6) superintendent may fill vacancies in the district board; (7) joint districts may be formed; (8) concerning the accounts of the state school fund; (9) District

clerk reports to the county superintendent the names of the school board and date of opening and closing schools; (10) district board may suspend pupils, appeal may lie to the county superintendent; (11) a daily register must be furnished the teacher; (12) a uniform series of text books must be used, no member of the board to act as agent for any publisher; (13) board shall furnish books for indigent children; (14) the school month shall consist of four weeks of five days each and of six hours per day; (15) no pupil afflicted with any contagious disease shall remain in school; (16) the justice of the peace must report to the county superintendent on March first and on July twenty-fifth the proceeds of all fines and estrays during the preceding six months; (17) the state superintendent must hold a teachers' institute in each judicial district once each year; (18) state superintendent must publish in Kansas Educational Journal the times and places of holding teachers' institutes; (19) county superintendents must attend and participate in normal district institutes; (20) each county superintendent in a county maintaining fifteen schools must hold an institute in his own county; (21) schools are closed during the holding of an institute.

- Ch. 87 An act to legalize the election of a district board in district No. 5 in Dickinson county.
- Ch. 88 An act to legalize the acts of the board of directors of District No. 41, Bourbon county.
- Ch. 89 An act to make Oskaloosa township in Jefferson county into a school district and the township officers the board of directors of the same.
- Ch. 90 An act giving authority to township officers of Oskaloosa Township to function as a township school Board.
- Ch. 91 An act to legalize the election by which a site for a schoolhouse was chosen for District No. 35 in Jackson county.
- Ch. 92 An act making provision for the payment of school lands.
- Ch. 93 An act providing for establishment and maintenance of Reform Schools.

Session Laws of 1870

- Ch. 104 An act authorizing the Board of Education of Atchison to receive its quota of the state school in default of keeping its schools open three months, because of the destruction of the building by fire.
- Ch. 105 An act to authorize the levy of a tax of 2 mills for the support of the district libraries.
- Ch. 106 An act to authorize Joint District No. 1, of Brown and Nemaha counties, to vote a tax of not less than ten mills, nor more than twenty, for teachers' wages.
- Ch. 107 An act to legalize the proceedings of a certain school district meeting in School District No. 17 in Crawford County.
- Ch. 108 An act requiring the county superintendent to purchase a set of records for district boards of education, said records not to cost in excess of seven dollars.
- Ch. 109 An act to regulate the sale of the school house in district No. 29 in Brown County.
- Ch. 110 An act amending Ch. 94, General Statutes of 1868, relating to the sales of school land.

Session Laws of 1871

- Ch. 137 An act to define and regulate the attachment of adjacent territory to cities of the second class and incorporated villages for school purposes, and amending ch. 89, Laws of 1869.
- Ch. 138 An act of ejectment and forfeiture in the case of delinquent purchasers of school lands.
- Ch. 139 An act to provide for reporting the sale of school lands. Provides that the state auditor shall incorporate in his annual report to the

Governor by counties and in the aggregate (1) the amount sold under the territorial government and the amount paid into the state permanent school fund for the same; (2) the whole number of acres of school lands sold in each county since the admission of the state up to the first day of July preceding the report; (3) the average price per acre; (4) the amount paid as principal; (5) the amount allowed on county superintendent's order for expense incurred in the sale of school lands; (6) the amount of unpaid installments bearing ten per cent; (7) the amount of land sold in each county during the year ending the first of July preceding the annual report; (8) the amount of sales (9) the average price per acre; (10) the amount paid on principal; (11) the amount allowed on superintendent's order for expense on sale of lands; (12) the amount of the installments on unpaid sales for the year and bearing interest; (13) that it shall be the duty of the county clerk to furnish the state auditor the reports called for by this act on or before the first day of October of each year.

- Ch. 140 An act relating to the sale of Osage Diminished Reserve Indian Lands.
- Ch. 142 An act requiring all cities of the second class holding school property to convey the same to the school board of education of the said city. This act works a change in the title to such property, vesting it in the board of education rather than in the mayor and council.
- Ch. 143 An act for the regulation, maintenance and government of the state library,

Session Laws of 1872

- Ch. 184 An act relating to the tax levy made in school districts and providing for the collection of the same, and providing for the commission to which the county treasurer is entitled for the collection of the same.

- Ch. 185 An act relating to the formation of school districts and the publication of the boundaries of the same; providing also for appeals from the action of the county superintendent.
- Ch. 186 An act regulating the report of the school district treasurer at the annual meeting.
- Ch. 187 An act for the removal of school houses from settlers' claims and from Indian lands.
- Ch. 188 An act regulating the sale of school lands, relating especially to cases where settlers have improved school lands; and to timbered lands.
- Ch. 189 An act relating to the sale of lands belonging to the State Normal School; providing for the terms of sale - not less than \$5 per acre; the appointment of an agent and his compensation and the payment of the money into the state treasury.
- Ch. 190 An act relating to the investment of the state permanent school fund and university fund. Such funds may be invested in bonds of the United States, of the state of Kansas, and preference shall be given to the state of Kansas.

Session Laws of 1873

- Ch. 133 An act to create a State Board of Education; members ex-officio are the state superintendent of public instruction, the chancellor of the state university, the president of the state agricultural college, and the principals of the state normal schools at Emporia and Leavenworth. The Board has power to grant state certificates and state diplomas. Meets at the city of Topeka and transacts all business that may come before it, but other than examining applicants for certificates, no business is defined.

- Ch. 156 An act relating to universities and institutions of learning authorizing their trustees to increase or diminish their number by the by-laws of the association, made and passed by the board.
- Chs. 5, 34, 43, 45, 106, 110. Acts to authorize certain school districts to issue bonds for school purposes.
- Ch. 128 An act to authorize the removal of school houses from settlers' claims, or condemn one acre for school lands for a period of ten years.
- Ch. 129 An act to postpone final payment of school lands for a period of ten years.
- Ch. 130 An act providing for the enumeration of children in Jewell and Smith counties and authorizing the state superintendent of schools to include such enumeration in making the annual distribution of the income from the state permanent school fund.
- Ch. 132 An act amending an act providing for a state normal school north of the Kansas River and approved March 3, 1870, and providing for certain changes in the organization of the board of trustees of said institution.

Session Laws of 1874

- Ch. 123 An Act requiring the education of all healthy children, and providing for the number of weeks such must attend school, duties of parents, of boards of education and the penalties for noncompliance; first compulsory attendance law.
- Ch. 118 An act relating to school district officers; school district meetings; reports of district officers and amending certain sections of Chapter 92, Laws of 1868. Changes annual meeting to second Thursday in August. Defines matters in report of district officers.

- Ch. 116 An act authorizing District No. 2, Rice County, to issue additional bonds.
- Ch. 119 An act repealing sec. 7, Chapter 92, Gen. Statutes of 1868.
- Ch. 120 An act defining qualifications of school electors and amending Ch. 92, General Statutes of 1868. Admits females to vote at school elections and the annual school meeting.
- Ch. 121 An act amending Chapter 128, Laws of 1873, providing for the removal of school houses from settlers claims and for condemning one acre of land. Brings public, Indian and railroad lands within the act of 1873.
- Ch. 122 An act providing for the change of school house sites, for branches to be taught in schools, for teachers' institutes and requiring attendance at same, for appeal from alteration of school district boundaries and thus amending chapter 86, Laws of 1869, chapter 92, Laws of 1868, chapter 128, Laws of 1872.

Session Laws of 1875

- Chs. 45, 46, 48, 53 Acts to authorize certain school districts in counties named to issue bonds for school purposes.
- Ch. 129 An act for the relief of persons who have forfeited their rights to school lands for non-payment of principal.
- Ch. 138 An act for the benefit of settlers on school lands and providing for purchase of same 60 days after appraisement, and amending certain enumerated statutes.

Session Laws of 1876

- Ch. 122. An act for the regulation and support of common schools. Provides a complete new code and repeals or amends all former acts. This is the code under which the schools are now operating. Provides for three systems: district schools, schools in cities of the second class and schools in cities of the first class.

- Ch. 123 An act providing that no school district shall be formed unless has within its boundaries at least fifteen children of school age.
- Ch. 124 An act relating to the issuing and the registration of school district bonds.
- Ch. 125 An act providing for what purposes the school house may be used. Amending Sec. 43, Ch. 92, General Statutes of 1868. School houses may be opened by the board for religious, political, literary, and scientific purposes.
- Ch. 126 An act to provide for the report of the sale of school land by the county clerk to the state auditor and providing proceedings and penalties for failure so to report.
- Ch. 127 An act providing for the payment of school lands when sold, and for the procedure when county treasurers shall fail to make returns for all moneys received on account of the school lands, and amending sec. 10, chapter 4, General Statutes of 1868, providing for the sale of school lands.

Session Laws of 1877

- Ch. 170 An act providing for the subjects taught in school and requiring all instruction to be given in the English language. Provides a penalty for refusing to admit children into common schools and amends sections 1 and 4, art. V., chap. 122, Laws of 1876.
- Ch. 171 An act providing for the investment of the state permanent school and university funds. Authorizes their investment in bonds of the state of Kansas or of the United States, and school district bonds of the several school districts of the state of Kansas.
- Ch. 172 An act providing for the better protection of the state permanent school fund. Defines

duties of state auditor and state treasurer and the procedure for the cancellation of bonds. The state auditor and the state treasurer are required to keep registers of bonds and to compare the same every six months.

- Ch. 173 An act requiring the payment to the county treasurer of all moneys in the possession of district treasurers for sinking funds of their districts. Defining duties, procedures and penalties.
- Ch. 174 An act providing for the payment of all bonds belonging to the state permanent school fund at the state treasury. Defining duties of all officers concerned.
- Ch. 176 An act providing for the appointment of a state agent to prosecute all claims of the state of Kansas against the United States and including claims for all lands due said state of Kansas from the United States; and to prosecute all claims of the state of Kansas against the United States for moneys due the said state on account of expenses incurred in organizing troops for military service in the United States, and for material and supplies furnished the same; and on account of Indian depredations. This act resulted in a return to the state of almost a half million of acres of land for the school fund; besides the return of five percent of the net proceeds of all sales of public lands within the state.
- Ch. 177 An act for the refunding of certain taxes assessed and paid on certain lands known as the "State Agricultural College Lands".
- Ch. 179 An act to provide for the reorganization of the State Normal School at Emporia and for the sale of its land.
- Ch. 174 An act providing for the payment of all bonds, principal and interest, held by the state permanent school fund at the state treasury.

Session Laws of 1879

- Ch. 156 An act relating to school district treasurers and providing for their bonds.
- Ch. 157 An act providing for the adoption of text books and defining the powers of the district board as regards the same also defining time for which contracts may be made.
- Ch. 158 An act providing for the formation of joint districts and amending preceding legislation.
- Ch. 159 An act to attach all unorganized counties in the state of Kansas now or hereafter attached to organized counties for judicial purposes to the same counties for school purposes, and to provide for schools in unorganized counties.
- Ch. 160 An act to extend the time of payment of securities of the state permanent school fund and authorizing the commissioners of said fund to sell the United States government bonds in which part of the fund is invested and to use the proceeds in purchasing school district bonds.
- Ch. 161 An act relating to the purchase of school lands and that no waste shall be committed upon such land prior to obtaining title by purchaser, providing for forfeiture, for renewal of rights and for appraisement.
- Ch. 162 An act relating to the purchase of school lands providing for payment of principal still due at any time, and for the extension of time of payment to twenty years by furnishing proper bond.
- Ch. 169 An act providing for the taxation of State Normal School lands when sold.
- Ch. 14 An act making appropriations of \$3098.29 for expenditures in selecting indemnity school lands.

- Ch. 50 An act to enable counties, municipal corporations, the boards of education of any city, and school districts to refund their indebtedness.
- Ch. 170 An act providing for the selection and the purchase of a site, and the erection and the equipment of a state reform school and making appropriation therefor.
- Ch. 171 An act authorizing the commissioners of Shawnee County to purchase a site for the State Reform School and donate the same to the state of Kansas.
- Ch. 49 An act providing for the issuance of school district bonds and repealing former legislation.
- Ch. 94 An act to authorize the county treasurer to transfer money remaining after the liquidation of bonds belonging to the bond fund of township or school districts to the credit of the general fund of such township or school district.
- Ch. 64, 68 Acts authorizing certain school districts to vote bonds for school purposes.

Session Laws of 1881

- Ch. 149 An act to govern schools in cities of the first class and amending the provisions of chapter 122, article 10, section 2, 1876.
- Ch. 150 An act providing for the maintenance of school four months in each district of the state. When.
- Ch. 151 An act providing for a county board of examiners and amending laws 1876, chap. 122, art. 6, section 6.
- Ch. 152 An act relating to the county superintendent.
- Ch. 153 and 154 Acts authorizing district No. 69, Rice county, and district No. 4, Cloud county, to issue bonds.
- Ch. 155 An act authorizing district No. 37, Crawford

county, to pay outstanding bonds owing to the school fund before due.

- Ch. 156 An act to create a high school in Sherman township, Crawford County.

Session Laws of 1883

- Ch. 132 An act amending Chapter 49, Laws 1879, and providing for the issue of bonds by school districts. (Limit six per cent of taxable valuation).
- Ch. 133 An act limiting school tax in cities of the second class to ten mills.
- Ch. 134 An act authorizing officers of district No. 36, Barton county, to transfer certain money and use the same in payment of outstanding obligations.
- Ch. 135 An act separating certain parts of joint district No. 2, Edwards and Pawnee counties.
- Ch. 136 An act to authorize district No. 144, Elk county, to issue bonds.
- Ch. 137 An act to authorize the commissioners of the State Permanent School Fund to exchange bonds of school district No. 101, Howard county, for an equal amount of bonds of district No. 101, Chautauqua county.
- Ch. 138 An act to authorize district No. 28, Osage county, to issue bonds.
- Ch. 139 An act to authorize joint district No. 3, Woodson county, to erect and maintain a school house on the public square in Toronto.
- Ch. 140 An act authorizing the board of education of Atchison to issue bonds for school purposes.

- Ch. 141 An act regulating the purchase of school lands.
- Ch. 142 An act to regulate the interest on sale of State Normal School lands. (Fixes the rate at seven per cent payable semi-annually).

Session Laws of 1885

- Ch. 169 An act requiring teachers to pass an examination in physiology and hygiene and the effects of alcoholic stimulants on the human system.
- Ch. 170 An act affecting the certification of teachers, specifying branches and grades.
- Ch. 171 An act providing for county uniformity of text books and creating a county text book board.
- Ch. 172 An act creating a high school district of Bluemound township in Linn county.
- Ch. 173 An act to vest title of block 81, in the city of McPherson, in the board of education of said city for school purposes.
- Ch. 174 An act providing for the condemnation of land for school house sites, amending and repealing all former similar acts.
- Ch. 175 An act relating to county boards of examiners. (Fixes qualifications of examiners).
- Ch. 176 An act to authorize district No. 13, in Doniphan county, to pay off its bonded indebtedness to the state permanent school fund in advance of maturity of bonds.
- Ch. 177 An act providing for the regulation of schools in unorganized counties.
- Ch. 178 An act regulating schools in cities of the first class. (Makes city treasurer ex-officio the treasurer of the board of education.)

- Ch. 179 An act to enable Greenfield township, Elk county, to organize and maintain a graded and a high school.
- Ch. 180 An act providing for uniform examination of teachers. (State board prepared the questions. State superintendent forwards same. Heretofore county boards of examiners have prepared the questions.)
- Ch. 181 An act defining the powers of the annual district school meeting.
- Ch. 183 An act authorizing county treasurers to make certain credits upon contracts for the sale of subdivisions of state school lands in certain cases.
- Ch. 182 An act transferring \$8,101.39 unused balance from sales of the 500,000 acre grant, and 4,599.33 acres of such grant remaining unsold, to the state permanent school fund.
- Ch. 5 An act to legalize appraisement and sale of certain school lands in Greenwood county.
- Ch. 10 An act to legalize the sale of certain school lands made by the county treasurer in Ottawa county.
- Ch. 15 An act legalizing certain bonds issued by school district No. 42 in Linn county.
- Ch. 49 An act for the relief of school district No. 32, Pawnee county. (Appropriates \$250. to the aid of such district.)
- Ch. 55 An act to authorize district No. 6, Anderson county, to issue bonds to pay floating indebtedness.
- Ch. 65 An act to authorize school district No. 1, Harper county, to issue bonds.

Special Session Laws 1886

- Ch. 147 An act to authorize the establishment and

maintenance of county high schools. (The original act and beginning of county high school legislation).

- Ch.148 An act to authorize the board of education of McPherson to issue its bonds for a school building for a high school and to transfer block 81 to the county for a county high school. (A gift by McPherson to the county for a building and a site for a county high school).
- Ch.149 An act relating to schools in cities of the second class. (Fixes maximum levy at 15 mills.)
- Ch.150 An act relating to the sale of school lands.
- Ch.151 An act to dispose of the funds belonging to joint district No. 2, in Edwards and Pawnee counties upon the disorganization of the district.
- Ch.152 An act relating to settlers upon school lands making improvements and residence upon land.
- Ch. 153 An act authorizing Bala township, Riley county, to issue bonds for a county high school.
- Ch. 154 An act relating to fees in school land appraisements.
- Ch. 155 An act authorizing district No. 2, Cove county, to issue bonds for building a school house.
- Ch. 14 An act to legalize certain bonds in Comanche county.
- Ch. 32 An act authorizing district No. 92, Smith county, to issue bonds.
- Ch. 33 An act authorizing district No. 63, McPherson county, to issue bonds.

Session Laws of 1887

- Ch. 218 An act providing that when cities of the third class organize and become cities of the second class the territory of the school district outside the city limits of said city shall be and remain attached thereto for school purposes.
- Ch. 219 An act relating to the annual school meetings.
- Ch. 220 An act describing, with boundaries, the unsold land remaining from the 500,000 acres and transferred to the state fund by chapter 182, Laws 1885.
- Ch. 221 An act requiring the treasurer of Mitchell county to transfer certain sums to the state permanent school fund. (\$273.80 paid by the Atchison, Solomon Valley, and Denver Railway Company for right of way over some school land.)
- Ch. 60, 71, 66, 70 Acts authorizing certain districts to issue bonds for various school purposes.

Session Laws of 1889

- Ch. 213 An act providing for the disorganization of district No. 36, in Davis (Geary) county.
- Ch. 214 An act authorizing district No. 17, Harper county, to issue bonds for school purposes.
- Ch. 215 An act changing the boundaries of certain districts and dividing the funds.
- Ch. 216. An act to authorize district No. 216, in Reno county, to issue bonds for school purposes.
- Ch. 217 An act authorizing districts Nos. 17 and 69, Atchison county, to pay bonds in advance of maturity belonging to the State University fund.
- Ch. 218 An act to authorize district No. 16 in Allen

county, to drill on land owned by the district for oil, gas or coal.

- Ch. 219 An act authorizing board of education of Fort Scott to issue bonds.
- Ch. 220 An act relating to school district meetings and fixing the date of same. (Last Thursday in July.)
- Ch. 221 An act repealing act establishing a high school in Greenfield township, Elk county, Laws 1885, Chapter 179.
- Ch. 222 An act regulating schools in cities of the first class.
- Ch. 223 An act defining the qualifications of electors at school meetings.
- Ch. 224 An act relating to boards of education in cities of the second class and defining certain powers.
- Ch. 225. An act to authorize the payment of securities held by the state permanent school fund, university fund, normal school fund, or state agricultural college fund, before maturity. The bonds must have been issued by school districts, boards of education, townships, or counties.
- Ch. 226 An act authorizing the transferring of funds in joint districts.
- Ch. 227 An act concerning the public schools of Wichita. (A special and complete code of laws for the schools of Wichita and under which the schools are governed.)

Session Laws of 1891

- Ch. 183 An act providing for attachment of adjacent territory to cities of the second class for school purposes.

- Ch. 184 An act to authorize district No. 3 and Blue Rapids city township and Marshall county to issue bonds for the erection of a high school building and authorizing said county to accept it for a county high school.
- Ch. 185 An act attaching certain land to district No. 46, Galena, for school purposes.
- Chs. 187, 188, 189, 190, 191, 193 Acts dissolving or changing boundaries of certain school districts.
- Ch. 192 An act authorizing district No. 14 and Liberty township in Washington county to issue bonds for the purpose of purchasing site and erecting thereon a high school building and authorizing said county to accept it for a county high school.
- Ch. 194 An act to authorize district No. 8, Stevens county, to issue bonds.
- Ch. 195 An act creating and establishing a high school in school districts Nos. 17, 7, and 48, Stohrville township, Harper county.
- Ch. 196 An act for the regulation, support, and maintenance of common schools in cities of the first class, and repealing certain acts. (Gives a new code for schools in first class cities.)
- Ch. 197 An act to provide for the building and maintaining of water closets on school property.

Session Laws of 1893

- Ch. 128 An act relating to cities of the first class and providing for settlements between a school district or a part of a school district when annexed by the extension of city limits.
- Ch. 129 An act legalizing the acts of the county

superintendent of Greely county, in disorganizing districts Nos. 3 and 5, and changing the numbers of certain districts.

- Ch. 130 An act to authorize the establishment and maintenance of an industrial school in Sedgwick county by the county commissioners.
- Ch. 131 An act to provide for the disorganization of joint districts Nos. 126 and 148, Sedgwick and Sumner counties.
- Ch. 132 An act amending laws 1876, Chapter 122, and providing for the certification of teachers and the accepting of grades from institutions and adding three members to the state board of education, and providing means for accrediting institutions of learning whose grades are accepted.
- Ch. 133 and 134 Acts to disorganize and to change boundaries of districts No. 95, Montgomery county, and No. 12, Haskell county, respectively.
- Ch. 135 An act providing for liquidating indebtedness of depopulated school districts and disorganizing same at discretion of county superintendent.
- Ch. 136 and 137 Acts to dissolve district No. 110, Bourbon county, and change boundaries of districts Nos. 8 and 12, Scott county, respectively.
- Ch. 138 An act authorizing the cities of Soneca, Nehama county, and Marions, Marion county, to levy tax for the support of common schools, not exceeding 20 mills.
- Ch. 139 An act to legalize a school meeting in school district No. 6, in Chase county, called to establish a graded school in said district, and to legalize the acts of the board of trustees.
- Ch. 140 An act to establish a county high school in Labette county, at Altamont.

- Ch. 141 An act to dissolve school district No. 23, Wichita county, and attach the territory thereof to district No. 147.
- Ch. 142 An act to furnish a fund for rebuilding, repairing, and refurnishing a school house in Wellington, the issue of warrant therefor, and the sale of the warrants.
- Ch. 143. An act authorizing the treasurer of Pottawatomie county to pay over certain funds now in the county treasury to school district No. 1 in said county.
- Ch. 144 An act to dissolve district No. 3, Wichita county, and attach its territory to school district No. 2, of that county.
- Ch. 145 An act to authorize the board of education of Kansas City, Kansas, to make a levy to pay for special taxes assessed against the school property of said city.
- Ch. 146 An act to authorize the establishment and maintenance of an industrial school in Sedgwick county, Kansas.
- Ch. 147 An act to dissolve joint districts No. 2, Coffey and Greenwood counties.
- Ch. 213 An act to dissolve joint district No. 74, lying in counties of Ottawa and Dickinson.
- Ch. 214 An act to disorganize school districts in Osborne county.
- Ch. 216 An act changing boundaries of school districts No. 43 in Allen county and No. 23 in Neosho county.
- Ch. 217 An act authorizing school boards to send children outside their own districts for school purposes. (Provides for tuition and transportation.)
- Ch. 218 An act to disorganize district No. 18, Stafford county.

- Ch. 220 An act to legalize the acts of the county superintendent of Haskell county in sending children from school district No. 43, to adjoining district No. 23, in Haskell county, and for allowing from funds of said school district No. 43 and other expenses.
- Ch. 221 To establish a high school in Cove county, Kansas.
- Ch. 222 An act authorizing the commissioners of Greeley county to establish and maintain a county high school.
- Ch. 223 An act organizing Mitchell township, in Rice county, into a high school district and making provision for the election of a board of directors and raising funds for building a school house and paying teachers.
- Ch. 224 An act to disorganize district No. 125, Washington county, and attach same to district No. 32.
- Ch. 225 An act relating to a county high school in Bourbon county and authorizing the county commissioners to make such arrangements with the Kansas Normal College as they deemed best and designating the same as a county high school.
- Ch. 226 An act providing for free tuition in the schools of arts, engineering, pharmacy, and law and medicine in the state university, for inhabitants of Kansas.
- Ch. 227 An act creating certain townships and parts of townships in Marshall county into a high school district. (This was to be known as the Frankfort high school district.)
- Ch. 228 An act to empower the board of education of Garden City, Kansas, to fund its floating indebtedness and the floating indebtedness of district No. 1.

- Ch. 229 An act to disorganize school district No. 56, in Hodgeman county, and attach the territory to school district No. 22, in said county.
- Chs. 230, 231, 232, 234, 236, 238, 239 Acts dissolving or changing the boundaries of certain school districts.
- Ch. 233 An act to re-establish school district No. 3, in Wichita county.
- Ch. 240 An act regulating the schools of cities of the first class, (refers to the making of the budgets).
- Ch. 237 A n act authorizing district No. 29 in Jefferson county, to condemn additional ground for school site purposes.
- Chs. 68, 53, 77 Acts authorizing certain districts to vote bonds for refunding purposes.
- Ch. 203 An act providing for the settlement of money between district No. 16 and district No. 29, Wallace county.

Session Laws of 1897

- Ch. 178 An act authorizing the attorney general and the board of commissioners for the permanent school fund to compromise the bonded indebtedness of the city of Cimarron, in Gray County, Kansas, and the city of Anthony, in Harper County, Kansas, to the permanent school fund and the Kansas State Agricultural College fund, and authorizing the state treasurer to deliver certain bonds to the attorney general for such purpose. (The bonded indebtedness of Cimarron was \$80,000 and its taxable valuation was \$31,351. The bonded debt of Anthony was \$168,187.55 and an assessed valuation of \$175,051.)

- Ch. 179 An act providing for state uniformity of text books and creating a school text book commission. (First act of state uniformity.)
- Ch. 180 An act for the establishment of a county high school in Kansas counties having a population of less than 2500. (Established high schools in certain towns by a county subsidy.)
- Ch. 181 An act for the regulation of schools in cities of the first class.
- Ch. 182 An act amending chapter 222, Laws 1895, establishing a county high school in Greely county.
- Ch. 183 An act authorizing the establishment and maintenance of a township high school in Harper township, Harper county, Kansas.
- Ch. 184 An act designating the place of meeting of the trustees of Labette county high school.
- Ch. 185 An act establishing the Montgomery high school.
- Ch. 186 An act establishing a county high school in Sumner county.
- Ch. 187 An act establishing and maintaining a high school in Thomas county, Kansas.
- Ch. 188 An act to amend section 5, chapter 227, of the session laws of 1889, entitled "An act concerning the public schools of Wichita, a city of the first class." (Defines powers and duties of the board of education.)
- Ch. 189, 190, 191, 192, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 222, 223, 224, 225, 227, 228, 229, 230, 232, and 233 Acts to dissolve certain districts or change boundaries of the same.

- Ch. 221 An act to consolidate districts No. 39 and 49, in Russell county.

Session Laws of 1899

- Ch. 176 An act amending an act for state uniformity in text books (Laws 1897, chapter 278) and extending the operation of the law to include text books in high schools.
- Ch. 177 An act for the disorganization of school districts and for the consolidation of schools. (First general act for the consolidation of school districts.)
- Ch. 178 An act amending section 12, article 10 and section 10, article 11, chapter 122, laws of 1876, and repealing said sections. (Has reference to examining committees and superintendent of schools in cities of the first and second class.)
- Ch. 179 An act relating to certification of teachers, authorizing the granting of three-year certificates and life certificates to the graduates of certain institutions of learning.
- Ch. 180 An act to establish a high school in Bourbon county. Provides for a contract with the board of education at Fort Scott to make the Fort Scott high school a county high school.
- Chs. 180, 181, 182, 183, 184, 185, 186, 187, 188, 190, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 219, 220, 221, 222, 223, 225, 226, 227, 228, 230, 231, 232, 233, 234, 235, 237, 238, and 240 Acts to disorganize or change boundaries or divide certain districts in Kansas.
- Ch. 189 An act to provide for establishing a county high school in Elk county.
- Ch. 206 An act to establish a county high school in Harper county.

- Ch. 218 An act providing for the dismantling of both district and state buildings in school district No. 75, Leavenworth county, and for the building of a four-room or brick school house, and providing for the maintenance of a school in said district.
- Ch. 224 An act providing for the consolidation of districts in Meade county.
- Ch. 229 An act to establish a high school in Norton county.
- Ch. 241 An act providing for the leasing of school lands.

Session Laws of 1901

- Ch. 303 An act relating to county boards of examiners. (Prescribes qualifications of the examiners.)
- Ch. 304 An act relating to the employment of teachers. (Prohibits the employment of relatives by board members.)
- Ch. 305 An act to provide for the voluntary disorganization and consolidation of adjacent school districts and for the transportation of pupils to and from school and for the ownership of certain property.
- Ch. 306 An act to provide for sending children outside the districts for school purposes and repealing article 217, laws 1895.
- Ch. 307 An act relating to partially depopulated school districts and providing for the disorganization of the same and for the consolidation of schools in certain districts and prohibiting the holding of unnecessary schools, providing for the conveyance of children to schools in certain cases and providing for a levy and collection of taxes therefor and repealing chapter 177, Laws 1899.

- Ch. 308 An act relating to the sale of charts, maps, globes, and other school apparatus in the state of Kansas, and providing penalties for its violation. Requires the approval of school text book commission before purchases are legal.
- Chs. 309, 310, 311, and 312 Acts to dissolve or change the boundaries of certain school districts.
- Ch. 313 An act to repeal the act establishing a high school in Elk county.
- Ch. 314 An act to establish and maintain a public school on the Fort Leavenworth Military Reservation.
- Chs. 315, 316, 317, 318 and 320 Acts to dissolve or change boundaries of certain districts.
- Ch. 319 An act legalizing certain acts of school district officers of school district 75, in Jefferson county, in drawing certain warrants for the erection of a school house.
- Ch. 321 An act in relation to the establishment of a county high school in Jewell county, Kansas.
- Ch. 322 An act to authorize and enable school district No. 16 in the city of Olathe, Johnson county, to appropriate certain money remaining in the interest and bond fund to the general fund.
- Ch. 323 An act conferring upon the board of trustees of the county high school in Labette county, Kansas, authority to audit and allow all bills in conducting the business of said high school.
- Ch. 324, 325, 326, 327 Acts defining the boundaries of certain school districts or disorganizing the same.

- Ch. 328 An act authorizing the school board of school district No. 71, in Ness county, to use certain money now in possession of said board to pay and liquidate outstanding bonds of the district.
- Ch. 330 An act creating district No. 7, in Pawnee county.
- Ch. 329 An act relating to the Norton county high school, repealing section 7, of chapter 229, Laws of 1899.
- Ch. 331 An act relating to certain school districts in Pawnee county. Change boundaries.
- Ch. 332 An act relating to the establishment of county high school in Phillips county.
- Ch. 333 and 334 Acts disorganizing certain districts in Phillips county.
- Ch. 335 An act to establish a county high school at Westmoreland, Pottawatomie county, Kansas.
- Ch. 336, 337, 338, 339, 340 Acts dissolving certain districts and changing boundaries.
- Ch. 341 An act to establish a county high school at Belleville, in Republic county.
- Ch. 342 An act changing boundaries of certain districts in Riley and Marshall county.
- Ch. 343 An act authorizing Ash Book township, in Rooks county, to maintain a graded school.
- Ch. 344 An act authorizing school district No. 61, Rush county, to join with Lone Star township high school district in the construction of a joint school building and providing for the management of the same.
- Ch. 345 An act authorizing the establishment of a county high school in Sherman county, Kansas.

- Ch. 346 An act establishing a high school in Smith county.
- Ch. 348 An act to establish a county high school in Washington county.
- Ch. 347 An act creating a joint school district in Waubaunsee and Riley counties.
- Ch. 350 An act relating to the reappraisement and sale of school lands.
- Ch. 82 An act to authorize and empower the board of education of Rosedale, Wyandotte county, to fund the floating indebtedness and to issue and sell bonds for such purpose.

Session Laws of 1903

- Ch. 423 An act to prevent truancy and to promote the attendance of pupils and to provide for the appointment of truant officers, to define the rights and duties and compensation of such officers, and to prescribe penalties for the violation of this act.
- Ch. 424 An act relating to county boards of examiners. Provides for professional certificates.
- Ch. 426 An act relating to annual school meetings. (Fixes third Thursday in June as the day of meeting.)
- Ch. 425 An act relating to teachers' certificates. Provides for endorsing unexpired certificates.
- Ch. 427 An act relating to the appraisement of school property.
- Ch. 428 An act relating to the change of school house sites.
- Ch. 429 An act providing for the voluntary disorganization of school districts and providing for their attachment to graded schools.

- Ch. 430 An act authorizing the refunding of the legally existing bonded indebtedness of disorganized and merged districts.
- Ch. 431 An act fixing the minimum length of school term at five months.
- Ch. 432 An act relating to county high schools. (Amending and repealing sections 3, 4, and 18 of chapter 147, Laws 1886).
- Ch. 433 An act relating to county high schools in counties of less than 6,000 inhabitants.
- Ch. 434 An act relating to schools in cities of the second class. Relates to bond issues for floating indebtedness.
- Ch. 435 An act relating to subjects taught in common schools. (Add history of the United States and history of Kansas to the required subjects).
- Ch. 437 An act authorizing the boards of education of Lyons, Rice county, Anthony, Harper county, and Great Bend, Barton county, to maintain a high school course of study fitting students for entering the freshman class of the state university, and permitting an additional levy of five mills for such purpose.
- Ch. 438 An act providing for the establishment of the Chase county high school in the city of Cottonwood Falls, and enabling school district No. 6 to convey its property to Chase county for high school purposes.
- Ch. 440 An act for the establishment and maintenance of a county high school in Decatur county, Kansas.
- Ch. 439 An act for the establishment and maintenance of a county high school in Cheyenne county, Kansas.
- Ch. 441 An act in relation to the establishment of a county high school in Douglas county, Kansas.

- Ch. 442 An act authorizing the school district No. 1, Ellsworth county, Kansas, to hold its annual meeting and elect its officers on the first Wednesday in May each year, and providing for a place of meeting.
- Ch. 443 An act to establish a county high school at Dodge City, in Ford county.
- Ch. 444 An act providing for high school tuition in the city of Fort Scott, Kansas. (Providing for a minimum of \$1.00 and a maximum of \$2.00).
- Ch. 445 An act to establish a county high school in Gove county, Kansas, providing for the maintenance and support of such school.
- Ch. 446 An act to establish a county high school at Hill City, in Graham County, Kansas.
- Ch. 447 An act attaching certain sections in Gray county from joint district No. 50 in Gray and Meade counties.
- Ch. 448 An act relating to certain districts in Gray county. Changing boundaries.
- Ch. 449, 450, and 451 Acts relating to certain districts in Greeley and Hamilton counties.
- Ch. 452 An act to authorize the establishment and maintenance of a high school in Stohrville township, Harper county.
- Ch. 453 Reenactment of chapter 452.
- Ch. 454 An act relating to school districts in Hodge-man county.
- Ch. 455, 456, 457 Acts disorganizing or changing the boundaries of certain school districts.
- Ch. 458 An act to authorize the county commissioners of Ness county, Kans., to establish and maintain a county high school at the county seat of said county.

- Ch. 459 An act to disorganize school district No. 67, Ness county, and to attach this territory.
- Ch. 460 An act authorizing district No. 7, Ottawa county, to issue bonds and to build, and repair school houses.
- Ch. 461, 462 Acts relating to certain districts in Phillips county.
- Ch. 463 An act relating to union districts in Pratt county.
- Ch. 464 An act relating to district No. 30, Pratt county.
- Ch. 466 An act relating to the establishment and maintenance of a county high school in Reno county.
- Ch. 465 An act to authorize the establishment and maintenance of a county high school at Rawlins county, Kansas.
- Ch. 467 An act placing district No. 150, Reno county, under the jurisdiction of the county superintendent of that county.
- Ch. 468 An act making the schools in the city of Russell, Kansas, a graded school system.
- Ch. 469 An act relating to district No. 7, Shawnee county. (Payment of money).
- Ch. 470 An act relating to districts in Sherman county.
- Ch. 471 An act to authorize the establishment of the Sheridan county high school.
- Ch. 472 An act disorganizing district No. 183, in Sumner county, Kansas.
- Ch. 473 An act relating to the establishment of the Trego county high school.

- Ch. 474 An act disorganizing district No. 70,
 in Washington county.
- Ch. 475 An act to authorize school district No.
 42, Wyandotte county, and to make a levy
 of taxes not exceeding 50 mills.
- Ch. 476 An act relating to the Wichita high school
 in the city of Wichita, Kans. Provides
 for a bond issue of \$150,000.
- Ch. 477 An act relating to school land sales and
 extension at maturity of school land
 certificates.
- Ch. 478 An act relating to school land leases.

Special Session of 1903

- Ch. 40 An act relating to the support of schools
 in cities of the second class; limits tax
 levy to fifteen mills.

Session Laws of 1905

- Ch. 380 An act relating to the annual school meet-
 ing, fixing it on the third Thursday in
 June.
- Ch. 381 An act defining the powers of the annual
 school meeting.
- Ch. 382 An act relating to the payment of bonds
 before maturity and belonging to the State
 Permanent and other funds.
- Ch. 383 Relating to the payment of bonds of dis-
 organized districts.
- Ch. 384 An act relating to the payments of bonds
 of disorganized school districts.
- Ch. 385 An act to promote the attendance of deaf
 and dumb children to proper schools for their
 training and education, to provide penalties
 for violation of this act and to repeal acts
 in conflict therewith.

- Ch. 385 An act requiring counties to educate children inmates of poor asylums.
- Ch. 386 An act authorizing the sending of the children of one district to another and defining when and for what reasons.
- Ch. 387 An act relating to the State Board of Education, teachers' examinations and courses of study for normal institutes.
- Ch. 388 An act relating to the course of study in the state normal school and for granting teachers' certificates for the completion of the same.
- Ch. 389 An act relating to the course of study in county high schools providing for a three years course and defining the scope of each.
- Ch. 390 An act relating to county boards of examiners and defining the qualifications of members of the boards.
- Ch. 391 An act relating to the examination for county certificates for teachers.
- Ch. 392 An act defining the causes for which teachers certificates of any grade may be revoked.
- Ch. 393 An act to provide for the indorsement of county certificates in the several counties of the state.
- Ch. 394 An act providing for the registration of state certificates, state diplomas, state normal school certificates, and also the reports of the registration to the state board of education.
- Ch. 397 An act relating to the maintenance and regulation of high schools. The original act establishing "Barnes Schools" does not apply in counties having a county high school and in cities having a population of 1600 or more.

- Ch. 398 An act providing for the issue of bonds in cities of the second class and repealing all former legislation in conflict herewith.
- Ch. 399 An act relating to the maximum levy for school purposes in cities of the second class. (Limit the levy to 20 mills.)
- Ch. 400 An act authorizing the city of Abilens to levy a tax of not to exceed 20 mills for school purposes in said city.
- Ch. 401, 402, 403, 404, 406, 408, 409, 410, 411, 412, 413, 415, 416, 417, 420, 421, 423, 424, 427 Acts authorizing certain cities - Anthony, Caldwell, Chanute, Cherryvale, Coffeyville, El Dorado, Ft. Scott, Harper, Horton, Independence, Iola, Leavenworth, Manhattan, McPherson, Osborne, Pittsburg, Scammon, Weir City and Wichita - to make certain financial transactions for the support of schools.
- Ch. 405 An act to authorize the Board of Education of Clay Center to sell and convey to the Clay Center High School Building and the grounds appurtenant thereto to Clay County for the purpose of a county high school.
- Ch. 407 An act for the establishment of a county high school in the city of Concordia, in the state of Kansas, and authorizing the transference of school property therefor.
- Ch. 414 An act providing for separate schools for white and colored children in Kansas City, Kansas.
- Ch. 422 An act making the schools of Russell, Kansas, into a graded system and fixing the time for the annual meeting and repealing chapter 468, Laws of 1903.
- Ch. 425 An act authorizing the Wellington Board of Education to transfer the county commissioners of Summer county certain property of the Board of Education of Wellington for county high school purposes.

- Ch. 428, 429 Acts to disorganize and change certain districts in Barton county.
- Ch. 430 An act authorizing school district No. 1 in Clark county to issue bonds.
- Ch. 431 An act authorizing Clay county to purchase the high school building from Clay Center.
- Ch. 432 An providing for the establishment, equipment and maintenance of a high school in Lincoln township, Crawford county.
- Ch. 433 An act authorizing district 18 in Decatur county to issue bonds for school purposes.
- Ch. 434 An act providing for the establishment of graded schools in Dickinson county.
- Ch. 435 An act to authorize school district 36 in Douglas county to vote a tax not in excess of 30 mills.
- Ch. 436 An act to provide for the annual meeting of district No. 1, in Edwards county on the fourth Thursday in May.
- Ch. 437, 438, 439, 440, 441, 443, 444, 445, 448, 449, 450, 451, 453, 454, 455, 456, 458, 459, 460, 461, 462, 463, 465, 466, 467, 468, 469, 470 Acts all special and particular in regard to certain district issuing bonds, tax limits, disorganization or changing boundaries.
- Ch. 446 An act providing for the establishment of a county high school in Hodgeman county.
- Ch. 452 An act relating to the Montgomery county high school, election, qualification and compensation of the board of trustees and allowing said board to audit their own accounts.
- Ch. 447 An act concerning the courses of study in the Reno county high school. Provides for courses three years in length.

- Ch. 464 An act authorizing the establishment and maintenance of a high school in Dixon township in Sumner county.

Session Laws of 1907

- Ch. 317 An act concerning truancy and to promote the attendance of pupils in schools, providing for the appointment of truant officers and amending and repealing certain other legislation.
- Ch. 318 An act defining the powers of the annual district school meeting.
- Ch. 320 An act making it unlawful for high school pupils to belong to any secret organization in any way connected with the public schools.
- Ch. 321 An act providing for the sending of pupils from their own district to another under certain conditions, and defining the conditions.
- Ch. 322, 323 Acts relating to partially depopulated districts.
- Ch. 324 An act to authorize school boards to issue bonds for outstanding warrants.
- Ch. 325 An act to empower the school board of any district to establish and maintain free kindergartens for the instruction of children between four and six years of age.
- Ch. 326, 327 Acts of a minor character.
- Ch. 328 An act concerning state uniformity of text books and amending former legislation. (Amends former act slightly).
- Ch. 331 An act concerning graded schools. Fixes the annual meeting.
- Ch. 330 An act defining certain financial powers of cities of the first class.

- Ch. 329 An act defining the powers and duties of the county superintendents in changing school districts boundaries.
- Ch. 332 An act relating to the bond issues of county high schools.
- Ch. 333 An act relating to the levy of a tax for Barnes high schools by the county commissioners.
- Ch. 334 An act fixing the per diem of trustees of county high schools.
- Ch. 335 An act relating to county high schools and providing for an examining committee for certification of teachers in such high schools.
- Ch. 336 An act providing that any school district may levy a tax to pay the high school tuition of children living in such district and who are reading to attend high school.
- Ch. 337 An act to provide for the establishment, equipment and maintenance of a high school in the town of Hiatville, in Pawnee county.
- Ch. 338, 339 Acts authorizing certain districts to issue bonds or to make a levy for school purposes.
- Ch. 340 Authorizing any common school district employing ten or more teachers to appoint an examining board to examine all candidates desiring to teach in said schools.
- Ch. 341 An act defining county certificates for teachers.
- Ch. 342 An act authorizing county superintendents to issue temporary county certificates.
- Ch. 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357 Acts of a special character relating to particular districts.
- Ch. 358 An act to authorize the establishment and the maintenance of a high school in Greeley township, in Sedgwick county, and to issue bonds therefor.
- Ch. 359, 360, 361, 362, 363 Special acts for certain dist.

- Ch. 364 An act to authorize the school board in District No. 3, in Phillips county, to convey, free of charge, the school building of the said city school district and the grounds appurtenant thereto, to Phillips county for county high school purposes and authorizing and directing the county commissioners of Phillips county to establish a county high school in Phillipsburg, when such conveyance by said school board shall have been made to said county.
- Ch. 365, 366, 367, 368, 369, 370, 371, 372 Special acts relating to certain districts.
- Ch. 373 Relating to school land sales.

Special Session of 1908

- Ch. 68 An act to provide for the establishment of agencies at county seats and in cities of the first, second and third class for the sale of adopted school books.
- Ch. 69 An act modifying the division of the funds of the general county high school fund and applying to Barnes high schools.
- Ch. 70, 71, 72, 73 Acts special in character and relating to particular towns.

Session Laws of 1913

- Ch. 267 An act providing for the establishment and maintenance of night schools as a part of the public school system of Kansas.
- Ch. 268 An act concerning county boards of examiners and the issuance of teachers' county certificates.
- Ch. 270 An act concerning bond issues in cities of the second class and limiting the bonded indebtedness of such cities.
- Ch. 271 An act legalizing common school diplomas, fixing the qualifications for the issuance of the same and making such diploma a legal entrance to any high school in the state.

- Ch. 272 An act providing for a uniform course of study for rural schools and the appointment of assistants to the state board of education for the preparation of such a course of study to be prepared by the state board sitting in extra session.
- Ch. 273 An act relating to estates belonging to the state permanent school fund and to prevent the spoilation of the estates belonging to persons dying without will or heir.
- Ch. 274, 275, Acts relating to the sale or purchase of certain school lands.
- Ch. 276 An act permitting school districts to refund outstanding warrants.
- Ch. 277 An act relating to the tax levy for support of Barnes high schools.
- Ch. 278 An act providing for the location and maintenance of high schools in certain townships. (Provides for the establishment of township high schools in townships containing no incorporated village or an incorporated city of not more than 300 people).
- Ch. 279 An act limiting the tax levy for the support of county high schools established under the law of 1886.
- Ch. 280, 281, 282, 283, 284, 285 Acts special and limited in general educational importance.

Session Laws of 1915

- Ch. 296 An act relating to the state department of education.
- Ch. 297 An act conferring certain powers on the State School Book Commission in relation to school text books and supplementary books.

- Ch. 298 An act relating to the certificating of teachers of the public schools.
- Ch. 299 An act in relation to the certification of teachers by the Kansas State Normal School at Emporia, the State Manual Training Normal School at Pittsburg, and the Fort Hays Kansas Normal school at Hays, Kansas.
- Ch. 300 An act relating to examinations for common school diplomas.
- Ch. 301 An act relating to consolidation of school districts.
- Ch. 302 An act relating to the holding of school board conventions by county superintendents of public instruction.
- Ch. 303 An act relating to joint school districts.
- Ch. 304 An act relating to county normal institutes.
- Ch. 305 An act designating Frances Willard day in the public schools of the state, and requiring instruction and appropriate exercises relative to the history and benefits of prohibition upon said day.
- Ch. 306 An act in relation to the voting of bonds in school districts containing cities of the second class.
- Ch. 307 An act relating to schools and school elections in cities of the second class.
- Ch. 308 An act to create and maintain free dental inspection in the public schools of all cities now having, or which may hereafter attain, a population of 40,000 inhabitants.
- Ch. 309 An act authorizing boards of education in cities of the first class to purchase or lease grounds and use public school buildings and grounds and other public buildings and grounds for public recreation and playground purposes and to levy a tax for these purposes.

- Ch. 310 An act relating to the issuing of bonds to pay outstanding warrants.
- Ch. 311 An act relating to the establishment of rural high school districts.
- Ch. 312 An act relating to township high schools, being supplemental to chapter 262 of the Session Laws of Kansas for 1911, as amended by chapter 278 of the Session Laws of Kansas for 1913, declaring them to be bodies corporate, and providing for the acquisition of real estate for a high school site by condemnation or otherwise.
- Ch. 313 An act authorizing county high schools established under special acts to come under the provisions of the general law relating to county high schools.
- Ch. 314 An act relating to the admission of non-resident pupils in high schools in certain counties, providing for the submission of the provisions of this act to certain electors in certain counties, providing for the payment of the tuition of such pupils, and providing for certain tax levies.
- Ch. 315 An act relating to county aid for high schools.
- Ch. 316 An act to amend section 7765 of the General Statutes of Kansas for 1909, relating to county high schools, by reducing the population of counties coming under the operation of the law, and to repeal original section 7765.
- Ch. 317 An act relating to the maintenance of high schools in certain counties and tax levy for same.
- Ch. 318 An act relating to county high schools heretofore established by special act, providing for elections to authorize the county commissioners to levy a tax for building and furnishing buildings for said county high schools, and repealing all acts and parts of acts in conflict with this act.

- Ch. 319 An act to authorize boards of education in certain cities of the second class to purchase and hold land for the teaching of agriculture.
- Ch. 320 An act to provide readers for blind persons receiving higher education and to make an appropriation therefor.
- Ch. 321 An act legalizing and validating certain bonds.
- Ch. 322 An act providing for the survey of and determination of title to lands situated in the abandoned beds of navigable rivers, and lands which are now or which have been islands in navigable rivers and making the same school lands, and providing for the sale of all school lands.
- Ch. 323 An act for the relief of certain purchasers of school lands.
- Ch. 324 An act to authorize the auditor of state to issue patents to school land purchasers in certain cases, and to validate such patents.
- Ch. 325 An act to authorize and empower the state auditor to issue patents to school lands in certain cases, and validating such patents when so issued.

Session laws of 1917

- Ch. 268 An act relating to the issuing of bonds by boards of education in cities of the first class, limiting the amount of bonds which may be issued by said boards, amending section 9081 of General Statutes of Kansas for 1915, and repealing said original section 9081.
- Ch. 269 An act relating to the organization of boards of education in cities of the first class.

- Ch. 270 An act relating to the levy of taxes for school purposes in certain cities of the first and second class.
- Ch. 271 An act relating to schools and boards of education in cities of the first and second class.
- Ch. 272 An act relating to bonded indebtedness of boards of education of cities of the second class.
- Ch. 273 An act conferring upon the boards of education of all cities of the first and second class and school districts in which is located a city of the third class and boards of trustees of county high schools the right of eminent domain.
- Ch. 274 An act authorizing boards of education in all cities of the state to purchase or lease grounds, and use public school buildings and grounds, and other public buildings and grounds, for public recreation and playground purposes, to levy a tax for these purposes, and to repeal original section 9125 and 9126.
- Ch. 275 An act providing for the disorganization of certain school districts and for the attachment of the territory thereof to other districts.
- Ch. 276 An act relating to the disorganization and consolidation of school districts.
- Ch. 277 An act providing for the transportation of pupils.
- Ch. 278 An act providing for the voting of bonds to build school buildings in certain school districts.
- Ch. 279 An act relating to the qualification of teachers.
- Ch. 280 An act providing for the acceptance by the State of Kansas of the provisions and benefits of an

act passed by the Senate and House of Representatives of the United States of American in Congress assembled entitled; "An act to provide for the promotion of vocational education; to provide for cooperation with the states in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure," approved February 24, 1917; and authorizing the State Board of Education to cooperate with the Federal Board of Vocational Education.

- Ch. 281 An act relating to the apportionment and distribution of the county high school fund in counties in which the provisions of chapter 397 of the Session Laws of 1905, shall at the time when this act shall take effect or thereafter be in force.
- Ch. 282 An act relating to high schools in certain counties and authorizing the issuance of bonds and the levying of taxes.
- Ch. 283 An act relating to courses of study in high schools.
- Ch. 284 An act relating to rural high school districts, providing that the provisions of chapter 397 of the Laws of 1905 with amendments thereto shall apply to rural high school districts; providing for the payment to rural high school districts of the pro rata part of the county high school fund previously apportioned to them; providing that township high schools previously established shall hereafter be governed by the laws relating to rural high school districts; and authorizing school districts to lease school property for rural high school purposes.
- Ch. 285 An act in relation to taxation for support of high schools, limit of levy.
- Ch. 286 An act limiting tax levy for certain high school purposes.

- Ch. 287 An act relating to the indebtedness of certain high schools, and providing for the payment thereof.
- Ch. 288 An act concerning the tax levy for support of high schools in certain counties.
- Ch. 289 An act relating to the admission and tuition of high school students of counties maintaining public high schools.
- Ch. 290 An act repealing section 9362 of the General Statutes of 1915.
- Ch. 291 An act relating to county high schools, repealing section 9301 of General Statutes of 1915.
- Ch. 292 An act conferring certain powers on the State School Book Commission in relation to school textbooks, and amending all acts and parts of acts in so far only as in conflict with this act.
- Ch. 293, 294, 295 Acts for the relief of purchasers of school lands, and validating patents.

Session Laws of 1919

- Ch. 260 An act providing for the dissolution of union school districts.
- Ch. 261 An act concerning the purchase and kinds of books for district libraries.
- Ch. 262 An act relating to the issuing of bonds by boards of education in cities of the first class, limiting the amount of bonds which may be issued by said boards.
- Ch. 263 An act to create and maintain free dental inspection in the public schools in the State of Kansas.
- Ch. 264 An act limiting the bonded indebtedness of boards of education in cities of the 2nd class.

- Ch. 265 An act relating to the apportionment and distribution of funds of high schools in certain counties, county commissioners levy tax.
- Ch. 266 An act in relation to the levy of tax and distribution thereof in certain school districts under chapter 397 of the Laws of 1905 and its amendments, and repealing the amending section 4 of chapter 281 of the Laws of 1917.
- Ch. 267 An act relating to high schools receiving county aid, and to high schools in a relocated county seat.
- Ch. 268 An act relating to issuance of bonds and erection of buildings for high school purposes in counties.
- Ch. 269 An act providing State Book Commission, replacing School Textbook Commission, and defining its powers and duties.
- Ch. 270 An act relating to school textbooks, the sale or disposal thereof to dealers or agents and limiting the commission to be allowed.
- Ch. 271 An act relating to the sessions of public night schools.
- Ch. 272 An act to promote the attendance of pupils in schools.
- Ch. 273 An act relating to the distribution of state and county aid to school districts.
- Ch. 274 An act concerning the purchase, display, custody and care of the United States Flag for the schools of Kansas.
- Ch. 275 An act relating to the voting of bonds for the erection of school buildings.
- Ch. 276 An act relating to high schools in certain counties having county high schools and providing for their support.

Ch. 277-278 Acts relating to school lands.

Laws of Special Session 1920

January 5-27, 1920

- Ch. 52 An act relating to schools, and to taxation for the maintenance thereof.
- Ch. 53 An act relating to the voting of additional bonds by city boards of education and school districts; hearing by State Board of School Fund Commissioners in Topeka.
- Ch. 54 An act relating to the distribution of county High School Tax.
- Ch. 55 An act relating to the issuing of bonds by boards of education in cities of the first and second classes.
- Ch. 56 An act enabling any school district in county described to refund outstanding indebtedness by issuing refunding bonds therefor.
- Ch. 57 An act validating bonds issued in certain counties.

Session Laws of 1921

- Ch. 225 An act relating to the terms of County Superintendent of Public Instruction.
- Ch. 226 An act providing a penalty for the violation of an act requiring the exclusive use of the English language in all elementary schools.
- Ch. 227 An act relating to the formation and change of boundaries of school districts.
- Ch. 228 An act providing for the disorganization of certain school districts and attachment of territory to other districts.

- Ch. 229 An act relating to the consolidation of school districts and fixing liability for the indebtedness of such districts.
- Ch. 230 An act concerning the annexation of a school district adjacent to a consolidated or union district previously established under existing laws.
- Ch. 231 An act relating to territories adjacent to cities of the first class that may be attached to such cities for school purposes.
- Ch. 232 An act relating to normal training teachers certificates.
- Ch. 233 An act relating to the Board of County examiners for school teachers certificates.
- Ch. 234 An act regulating examination for common school diploma.
- Ch. 235 An act relating to instruction in industrial training in the schools of the State.
- Ch. 236 An act repealing act authorizing bond election for the purpose of erecting school buildings in certain counties. (Repeals Chp.278, Laws 1917).
- Ch. 237 An act relating to the issuing of bonds by Boards of Education in cities of the first class.
- Ch. 238 An act providing for the maintenance of County High Schools in certain counties, the employment of teachers and the levying of a special tax.
- Ch. 239 An act relating to tuition in High Schools.
- Ch. 240 An act relating to county high schools in certain counties having more than 15,000 inhabitants amending laws of 1915.

- Ch. 241 An act relating to Rural High Schools and the formation of Rural High School districts. (Repeals chapter 284, section 1, Laws of 1917).
- Ch. 242 An act relating to the payment of tuition in accredited high schools.
- Ch. 243 An act relating to normal training in high schools.
- Ch. 244 An act relating to normal training in high schools and academies and to requirements necessary to obtain state aid.
- Ch. 245 An act providing a method for discontinuing county high schools in certain counties of not less than 45,000 inhabitants.
- Ch. 246 An act relating to county high schools in counties operating more than two and not more than six high schools.
- Ch. 247 An act relating to high schools in certain counties and containing a county high school, and other cities or districts maintaining high schools.
- Ch. 248 An act regulating the amount of tax certified by the county superintendent for the support of high schools in counties from 85,000 to 110,000 population.
- Ch. 249 An act relating to tax levy for the support of high schools in certain counties.
- Ch. 250 An act relating to rural high schools and to the organization and disorganization of rural high school districts.
- Ch. 251 An act providing for the placing of township high schools under the rural high school law.
- Ch. 252 An act relating to the transportation of pupils to and from school in rural high school districts.

- Ch. 253 An act relating to the payment of certain outstanding indebtedness of rural high schools.
- Ch. 254 An act relating to rural high schools and to establishing same in certain cities.

Session Laws of 1923

- Ch. 85 An act authorizing boards of education in certain cities of the first class to pay deficits accrued in the construction of school buildings.
- Ch. 180 An act relating to the time when county treasurers shall pay no money to school district treasurers.
- Ch. 181 An act prescribing a minimum term for district schools and for schools in cities of the first and second class, and providing for aid for certain districts.
- Ch. 182 An act to promote the attendance of pupils in schools and providing for the appointment, duties and compensation of truant officers and to prevent truancy.
- Ch. 183 An act relating to attendance in school of deaf, dumb and blind children under twenty-one years of age.
- Ch. 184 An act relating to teachers' certificates.
- Ch. 185 An act providing for the collection of fees by the State Board of Education for Certificates and diplomas.
- Ch. 186 An act authorizing certain districts to employ a Superintendent of Schools.
- Ch. 187 An act disorganizing County High Schools and establishing Community High Schools and providing for the payment of tuition.

- Ch. 188 An act relating to the abolishment of certain high schools and disposition of funds and property thereof.
- Ch. 189 An act concerning the discontinuance of County High Schools.
- Ch. 190 An act relating to the conveyance of certain property by county commissioners and board of High School trustees.
- Ch. 191 An act relating to tuition in High Schools.
- Ch. 192 An act relating to high school tuition in certain counties.
- Ch. 193 An act relating to powers of county commissioners in counties having no county high schools; to equalize tax in joint rural high school districts.
- Ch. 194 An act providing for high school tuition in counties maintaining a county high school.
- Ch. 195 An act relating to school lands and the payment therefor.
- Ch. 196 An act providing for fixing the liability for the indebtedness of a joint or consolidated school district.
- Ch. 197 An act legalizing certain bond proceedings for the purchasing of a site and construction of a high school building.
- Ch. 198 An act relating to and legalizing payment of bonds issued by a rural high school district.
- Ch. 199 An act authorizing state school fund commissioners to approve applications of school districts to issue additional bonds.

Session Laws of 1925

- Ch. 221 An act relating to joint school districts.
- Ch. 222 An act relating to attaching of territory to cities of 2nd class for school purposes.

- Ch. 223 An act relating to duties of the clerk of a district school in making out annual reports.
- Ch. 224 An act providing for the teaching of and relating to course of instruction in elementary and high schools.
- Ch. 225 An act relating to the certification of Public School teachers.
- Ch. 226 An act relating to books for school district libraries.
- Ch. 227 An act relating to boards of education, cities of the first and second class.
- Ch. 228 An act providing for the attaching of adjacent territory to certain cities of the first class for school purposes.
- Ch. 229 An act relating to the location and building of school houses in cities of the second class.
- Ch. 230 An act relating to exchange of bonds by school fund commission.
- Ch. 231 An act relating to community high schools.
- Ch. 232 An act providing for the conversion of counties having county community high schools into high school tuition counties.
- Ch. 233 An act authorizing community high-school districts to vote and issue bonds for the purpose of purchasing sites, erecting equipment, and furnishing buildings thereon, or on the sites now owned.
- Ch. 234 An act relating to school buildings, and the issuance of bonds or warrants by community high schools and validating all bonds or warrants issued and contracts heretofore made, as legal obligations of said community high schools.

- Ch. 235 An act relating to the apportionment and distribution of the county high school fund in certain counties.
- Ch. 236 An act validating certain levies for high school purposes in certain counties.
- Ch. 237 An act relating to rural high schools and annual school election and levy.
- Ch. 238 An act relating to high school tuition in certain counties.
- Ch. 239 An act relating to a levy and payment of tuition in certain high schools.
- Ch. 240 An act relating to the formation of junior high schools.
- Ch. 241 An act declaring the basis for the formation of a high school district.
- Ch. 242 An act permitting rural high school boards to lease school houses or schoolrooms to district school boards.
- Ch. 243 An act authorizing certain high-school districts to issue bonds for rebuilding.
- Ch. 244 An act legalizing certain bonds issued in rural high-school districts.

Session Laws of 1927

- Ch. 260 An act relating to annual school meetings.
- Ch. 261 An act relating to attachment of territory to cities of second class for school purposes.
- Ch. 262 An act relating to the establishment and maintenance of kindergartens.
- Ch. 263 An act relating to duties of boards of education in cities of the first and second class.

- Ch. 264 An act relating to boards of education in cities of the first class, and providing for the duties of the president thereof.
- Ch. 265 An act relating to boards of education in cities of the first class and providing for the handling of the funds of such board.
- Ch. 266 An act relating to annual reports of boards of education in cities of the first class.
- Ch. 267 An act limiting the levy for the support of certain high schools under Barnes law.
- Ch. 268 An act relating to exemption of certain cities and counties from operation of Barnes law.
- Ch. 269 An act relating to the tax levy in counties under the Barnes High School Law.
- Ch. 270 An act relating to certain rural high schools, validating and legalizing acts, bonds, and tax levies of rural high-school districts.
- Ch. 271 An act relating to attaching adjacent territory to rural high school districts.
- Ch. 272 An act relating to payment of certain high school tuitions.
- Ch. 273 An act relating to annual reports by boards of education, high school trustees and district school boards, providing for the publication of the reports of such boards.
- Ch. 274 An act relating to the establishment of special classes in the public schools for children who are three years or more retarded in school progress.
- Ch. 275 An act relating to tuition in all the high schools.

- Ch. 276 An act relating to High Schools, and providing for the payment of tuition in counties of more than 59,000 and less than 65,000 population.
- Ch. 277 An act relating to the levy in school districts maintaining a high school.
- Ch. 278 An act authorizing certain school districts and rural high school districts to unite in the construction of school buildings.
- Ch. 279 An act providing for free medical inspection and treatment in public schools, certain cities of the first class.
- Ch. 280 An act relating to a revision of the school laws and providing for a commission to carry out such work.

Session Laws of 1929

- Ch. 93 An act authorizing boards of education of certain cities of the second class to fund and refund their indebtedness.
- Ch. 232 An act relating to the establishment and maintenance of kindergartens in cities.
- Ch. 233 An act relating to eligibility and employment of school teachers.
- Ch. 234 An act relating to exchange of bonds held by the school fund commissioners.
- Ch. 235 An act relating to community high schools and election of trustees thereof.
- Ch. 236 An act relating to school levies in certain counties.
- Ch. 237 An act relating to the time of annual meeting for rural high school districts.

- Ch. 238 An act relating to high-school tuition in certain counties.
- Ch. 239 An act relating to the payments of tuition of certain pupils attending high schools in counties other than that of their residence.
- Ch. 240 An act defining and enlarging the powers and duties of certain high school districts.
- Ch. 241 An act relating to public schools in cities of the first class having a population in excess of 110,000 and providing for the detachment of territory from such cities for school purposes when such territory is outside of the city limits.
- Ch. 242 An act relating to the transportation of school pupils.
- Ch. 243 An act relating to issuance of bonds by boards of education in certain school districts containing cities of the second class for erecting and equipping high school buildings.
- Ch. 244 An act legalizing the organization of Andale Rural High School District No. 172, in Sedgwick County.
- Ch. 245 An act authorizing certain counties to make adjustments for taxes illegally collected by certain school districts.

Laws of Special Session

Feb. 27 - Mar. 12, 1930

- Ch. 13 An act relating to tax levy, boards of education, in cities of the first class.
- Ch. 17 An act exempting State and Municipal bonds from taxation.

Session Laws of 1931

- Ch. 255 An act relating to duties of boards of education in cities of the first and second class.
- Ch. 256 An act relating to the exchange of bonds held by the State School Fund Commission.
- Ch. 257 An act relating to the election of trustees of community High Schools in certain counties.
- Ch. 258 An act relating to High Schools, providing for payment of tuition in certain counties of 45,000 to 55,000 population.
- Ch. 259 An act fixing limit of estimate for Barnes law levy in counties of 75,000 to 110,000 population.
- Ch. 260 An act validating certain levies for High-school purposes in counties of over 130,000 population.
- Ch. 261 An act relating to the payment of high school tuition for pupils attending high schools in other States.
- Ch. 262 An act providing for the establishment of Rural High Schools in certain districts.
- Ch. 263 An act providing for payment of tuition for students attending a Junior College.
- Ch. 264 An act relating to the organization of certain rural high school districts; minimum property valuation.
- Ch. 265 An act declaring the basis for the formation of rural high school districts.
- Ch. 266 An act providing for the establishment of rural high school districts containing cities.
- Ch. 267 An act relating to rural high school districts; annual school election and levy.

- Ch. 268 An act providing for the adoption, publication and distribution of textbooks.
- Ch. 269 An act relating to the appointment of a bi-partisan committee for investigation of the school textbook question and making appropriation therefor.
- Ch. 270 An act providing free physical inspection of school children, cities more than 120,000 population.
- Ch. 271 An act relating to certain school districts and providing for the securing of a water supply.
- Ch. 272 An act authorizing boards of education in cities over 120,000 population to issue bonds to meet expenses of operating the schools and repairs of buildings and changing the fiscal year.
- Ch. 273 An act authorizing boards of certain Community High School trustees to transfer unexpended balances in bond funds.
- Ch. 274 An act providing for a board of trustees for certain community High Schools, and legalizing all acts of certain boards in connection with such schools.
- Ch. 275 An act providing for the voluntary disorganization and consolidation of Rural High School districts.

DIGEST OF SCHOOL LEGISLATION - 1933

(At this writing the Session Laws of 1933 are not published. The digest was obtained from the Librarian at the State Library, Topeka, Kansas.)

**HOUSE
BILL**

- No. 21 An act providing that textbooks shall be furnished by school districts or boards of education to indigent children without cost. The act takes effect from and after its publication in the statute book, which will be June 1.
- No. 64 An act restricting transportation compensation to not more than one child for any one family for transportation to the same school.
- No. 94 An act changing the time of the annual meeting in common school districts, union or graded school districts, and rural high school districts.
- No. 113 An act repealing that part of the section authorizing the payment of expenses for school board members attending the annual convention of school boards. The amendments becomes effective about June 1. County superintendents may hold school board conventions with payment of expenses until that time.
- No. 162 An act enabling certain rural high school boards in districts in which there is an unincorporated village to fund and refund their indebtedness.
- No. 191 An act permitting a landowner living in one district and owning land in another to send his children to school in the latter district and have his tax paid on land in such district credited against his tuition bill, with tuition figured at the rate of \$4.00 per month.

- No. 219 An act providing that "whenever the contract expires for adopted school textbooks which cover two years of school work and a new textbook is adopted in its place, the use of the former textbooks shall be extended for one year in classes which have completed only the first year's work in such two-year textbooks."
- No. 237 An act providing for the detachment of territory attached for school purposes to cities of the second class. It is intended to apply to the city of Sterling, only.
- No. 316 An act enabling school districts in counties of not more than 20,000 population to fund and refund their indebtedness.
- No. 344 An act dealing with the election of trustees of certain community high schools and for the conversion of certain community high school counties into tuition counties.
- No. 358 An act providing for extending the validity of all certificates now in force until September 1, 1935.
- No. 359 An act authorizing officers of school districts containing a city of the third class, which district has lost its school funds through failure of a depository bank, to issue bonds for operation and maintenance of the school under their charge.
- No. 399 An act dealing with school books.
- Nos. 428 and 443 An act providing for funding outstanding indebtedness in certain school districts in certain counties.

SENATE BILL

- No. 121 An act referring to the transportation of pupils in community high school districts and extends the provisions of the section to counties having a population of not less than 20,000 nor more than 30,000 inhabitants and without a city of the first class in the county.

SENATE BILLS

No. 131, No. 181

and HOUSE BILL

No. 781 An act dealing with banks as depositories for public money.

HOUSE BILL

No. 301 An act enabling certain rural high school districts to fund and refund certain indebtedness.

No. 251 An act relating to the payment of taxes on real and personal property.

SENATE BILL

No. 564 An act referring to salaries of county superintendents.

HOUSE BILL

No. 666 An act commonly known as the Maximum Tax Limitation Law". It sets new maxim for all forms of tax levies.

No. 745 Provides for converting all outstanding indebtedness as of May 1 other than bonds into bonds and proceeding upon a strictly cash basis thereafter.

No. 762 An act known as the Budgeting Law and very similar in character to the one preceding.

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